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ABSTRACT

This physical education curriculum guide was developed for use in senior high schools in Duval County, Jacksonville, Florida. The guide opens with discussions of the overall goals of the program and the county's specific recommendations and policies in such areas as student evaluation and participation, and uniforms, maintenance, equipment, safety, cleanliness of facilities, departmental meetings, teacher participation in professional organizations and meetings, student responsibilities, staff responsibilities, inservice training, and program evaluation. The greater part of the guide is devoted to a description of the three courses that make up the program: Foundations and Basic Exploratory Physical Education (required), Physical Education I (elective), and Physical Education II (elective). For each activity in each course, the guide describes specific knowledge and skills required, methods of achievement, and evaluation. The guide ends with a listing of the C.O.P.E. materials (Curriculum Objectives for Physical Education Grades 7-12) which are recognized as the county-adopted physical education curriculum. (CMG)

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ACKNOWLEDGEMENT

The Duval County School Board, the Division of Instruction, and the district Physical Education Department are extrememely appreciative of the efforts of the committee of teachers who contributed to the development of this guide.

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INTRODUCTION AND OVERVIEW

Currently the C.O.P.E. Materials (Curriculum Objectives for Physical Education Grades 7-12) are recognized as the county-adopted physical education curriculum. The intent of this manual is to organize progressively, in conjunction with C.O.P.E., the activities that are representative of each senior high physical education course. Each course has identified activities and each activity is broken down into the appropriate sequence.

These guidelines also provide a standardized plan that will give the necessary direction and stability to the district-wide program. It should be stressed that the physical education courses and activities recommended for each grade level have built in flexibility relative to availability of facilities. However, each school must plan for the purchase of necessary equipment and supplies so that activities can be taught effectively and equitably in all senior high schools.

I. GOALS

1. To develop and maintain an optimum level of individual fitness which will enable the individual to meet daily and emergency demands and realize the value of a sense of well-being.

2. To develop skills and aesthetic appreciation for effective and efficient movement.

3. To develop knowledge and understanding of the basic concepts and principles involved in movement and game strategies, and desirable physiological outcomes related to programs of planned activity.

4. To cultivate desirable personal traits and qualities which will enhance good interpersonal relationships and sportsmanlike characteristics.

5. To promote a positive self-image through an understanding and awareness of one's own individual capabilities and to become aware of how one's self-image affects relationships with others.

6. To develop an interest and an on-going desire for purposeful participation in lifetime sports and recreational activities.

II. FEDERAL GUIDELINES

In accordance with provisions of Title IX of the Education Amendments of 1972, Public Law 92-318 (as amended), the Duval County Board of Education physical education programs do not discriminate on the basis of sex. All physical education classes are open to both sexes. However, basketball, football, and wrestling classes may be separated for the competitive portion of each activity.

III. COUNTY POLICIES AND RECOMMENDATIONS

A. Academic Program of Study

The academic program of study has been developed and outlined in the district Pupil Progression Plan. The purpose of this plan is to present to school personnel, parents, pupils, and other interested citizens, board policy and the administrative procedures required to implement state legislation and local board pupil progression requirements.

In order for students to graduate from high school they shall earn 17 instructional credits as specified below. Students will satisfy the one year physical education requirement by completing the Foundations and Basic Exploratory Physical Education course. This is a one year uninterrupted course and it is recommended that students complete this course in the tenth grade, if possible. Additional physical education credits may be earned in the eleventh and twelfth grades by completing elective physical education courses.

Subject	Credits
Language Arts	3
Social Studies	2 or 3
Science	2 or 3
Math	2 or 3
Physical Education*	1
Electives	6
Total Credits	17

*One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education.

B. Adaptive Physical Education Programs

Each school's physical education program should provide for students who cannot participate in the regular program. An adaptive course is not only sound educationally, but it is also a requirement. The following memorandum outlines the process to be used in implementing the adaptive program. Please note the sample form that schools should use in cooperation with parents and physicians for securing information that would be helpful in developing the most effective program for students.

M E M O R A N D U M

TO: Secondary Principals

VIA: Dr. Charles H. Cline, Assistant Superintendent, Curriculum Development

VIA: Dr. Patricia Glasser, Director, Curriculum Development

FROM: Jim Kitchens, Supervisor, Physical Education

SUBJECT: ADAPTIVE PHYSICAL EDUCATION PROGRAMS

DATE: February 5, 1979

In response to inquiries from several schools in regard to the implementation of an Adaptive Physical Education Course, the following clarification seems to be in order and necessary.

Even though the District's Pupil Progression Plan does not speak directly to the adaptive physical education issue, it is a requirement that students, who have been identified by a physician as having physical limitations, be placed in an adaptive physical education program. The adaptive physical education course is outlined in the 1981-82 Jr.-Sr. High School Programs of Study Guides.

The following steps or procedures should be followed in the process of implementing an adaptive program:

- Students enter the program on the recommendation of a physician.
- The teacher should consult with the student's parents whenever possible.
- The teacher should consult with the student's physician when necessary.
- In most instances students should be scheduled into a definite adaptive physical education class apart from the regular program.
- The adaptive program implemented should be geared to meet identified student needs.
- In an attempt to accomplish this goal, active as well as passive activities will be necessary.

Obviously, where a physician has issued a statement requiring that the child not be involved in any physical education activities for the year, the request must be honored and the physical education credit waived. This waiver implies that the student would be allowed to schedule another subject in lieu of physical education, and the credit earned be permitted to substitute for physical education in regard to promotion or graduation requirements.

Thank you for your consideration in this matter.

JK/mh

DUVAL COUNTY SCHOOLS
ADAPTIVE PHYSICAL EDUCATION REQUEST
(To be completed by physician)

Name of Student _____ Date _____

The general diagnosis: _____

_____

_____

Special Recommendations: _____

_____

_____

Please check which of the following modified activities the above named student may participate:

Angling		Golf	
Aquatics		Horseshoes	
Archery		Jokari	
Badminton		Self-Defense	
Basketball		Shuffleboard	
Bowling		Soccer	
Camping		Softball	
Corrective Exercises		Table Tennis	
Croquet		Tennis	
Dance		Volleyball	
Frisbee		Weight Training	
Football			

The following remedial or corrective work is also suggested for the above mentioned student: _____

_____

Physician's Signature _____

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MEMORANDUM

TO: Secondary Principals, Athletic Directors and Physical Education Department Heads

VIA: Dr. Charles H. Cline, Assistant Superintendent, Curriculum Development

VIA: Dr. Larry Paulk, Assistant Superintendent, Administrative Affairs

SUBJECT: UNIFORM REQUIREMENTS FOR PHYSICAL EDUCATION

DATE: August 3, 1978

In the past this office has received numerous calls from parents and physical education teachers regarding dress requirements for physical education. Inquiries have centered around the necessity for a particular type and color of uniform for participation. So as to avoid further confusion in this matter the following excerpt is taken from the Duval County Policy Handbook concerning the requirements for dress in physical education:

Section: 11-183

P E Classes - Students shall not be required to change the color of gym suits each year. As long as students "dress out" in proper gym suits and with the same style shoes used by the majority of the students, they shall not be penalized.

Further, since so many interpretations to the policy can be made, the following represents the interpretation of the Supervisor of Physical Education:

1. Students cannot be required to change the color of gym suits each year.
2. "Proper" gym attire is to be interpreted as a change from those clothes worn to school to clean clothing suitable for activity. (shorts, shirts, and/or gym suits, clean socks and tennis shoes).

Uniform Requirements for Physical Education

3. While it is desirous for all students to be "dressed out" uniformly as to color, etc., it cannot be a requirement for grading purposes. However, "dressing out" is a fundamental part of the instructional program and must necessarily be considered when determining student's grades.
4. Therefore, students fulfill the requirements as published by the Duval County School Board when they appear ready for class as described in #2 above.

Please advise your staff of this policy and the need to comply with it.

Thank you!

JK/mh

cc: Assistant Superintendents
Patricia C. Glasser
Aaron Brown

D. Student Participation

1. Students should be informed of the need for regular participation in an active program of planned exercise if sound health and worthy use of leisure time is to become a personal goal.

2. It should be pointed out that a portion of the grade earned in physical education should be based on the motor achievements of each student. Therefore, regular participation is essential.

3. Implementation

   a. Motivation is the key to participation in any activity. Most students are self-motivated, enthusiastic, cooperative, and interested when the program is planned and administered by people who care about students. Research has proven that when students are taught the physiological concepts of the body and the effects of exercise, they are more likely to involve themselves in activity for their own welfare. Departments should include both of these units in their yearly plan, or include the information within other units. Teachers can refer to C.O.P.E., (clusters I, II, and VII) for unit material and teaching suggestions.

   b. Students should be required to be properly dressed for the activity in which they are engaged. This should include both socks and tennis shoes, except for swimming and possibly, gymnastics. In some instances, a safe substitute is reasonable, such as track or basketball shoes, and gymnastic or dance shoes.

   c. Staffs should establish a specific policy regarding parental and medical excuses from participation, rather than from dressing out. This sometimes causes problems and misunderstandings with students, parents, and administration. These policies should be carefully planned to include cold weather activities and students returning from temporary illnesses. It is essential that all administrators and affected staff be made aware of the policy before its distribution, to assure support, and to provide for proper implementation.

d. Considerations for medical and parental excuses

1. Parents' notes - Set a limit on the number of days such notes are acceptable before a physician's note is expected.
2. Physician's note - Clearly establish the number of days which will be allowed before this type of excuse is required. Ask the physician to state the reason for the excuse, as well as the length of time it is to be honored. Try to discourage such terms as "...until further notice."
3. Attach medical forms for exemption from regular physical education to the policy sheet or letter which goes home to parents at the beginning of each school year.
4. Discourage menstrual excuses, at least as far as dressing-out is concerned, unless a physician's note has indicated extenuating circumstances. Participation can be limited or excused altogether when the need is established by the teacher and the student.
5. Students returning from extended or serious illness should receive certain common-sense considerations, with or without a written excuse.

E. Student Evaluation

It is the teacher's responsibility to ensure that quarterly evaluations reflect objective and effective measurement of all aspects of the program.

Grading should be an on-going process. It should not be based solely on whether a student dresses out and participates. Grading should not be totally dependent upon a concentrated effort given during the last two or three days of an instructional unit. All staff members should use the same grading system so that no charges of discrimination can be justified.

Students should know upon what criteria their grades will be based. There will be far fewer questions regarding grades if students and parents know how and why reported grades were earned. A student can derive many educational benefits from a class if the teacher has pre-established objectives and goals in response to identified student needs. When a student achieves the outlined goals, he/she can feel a sense of self-satisfaction, success, and improved self-image.

In contrast, if the teacher has no organized plan of activity, no established objectives or goals, or no planned methods of evaluation, a student cannot be expected to derive worthwhile educational benefits. The program will revert from an educational experience to that of quasi-organized free play.

RECOMMENDED PHYSICAL EDUCATION GRADING

Physical education grades should be based not only on the acquisition of motor skills and maintenance of a high level of fitness, but also on cognitive knowledge and affective assimilation. The following percentage considerations are recommended for use by all schools:

1 - Motor Abilities	40%
2 - Cognitive Knowledge	20%
3 - Affective Factors	40%

1. Motor Abilities

Areas to be included in the measurement of motor abilities are:

a. Physical fitness
b. Skills development
c. Demonstration of acquired skills in playing situations

a. Physical fitness

It is recommended that physical fitness activities be emphasized daily. The AAHPERD Fitness Test Battery must be given annually in grades 5-10 and the results filed with the central office on the forms provided. Other fitness measurements can be used in conjunction with units of instruction. Rope climbing, sprinting, rope jumping, jogging, and wall push-ups are but a few suggestions for fitness circuit stations which could easily be established and used during each instructional period. Fitness can be judged through teacher observation, the performance of specific skills, self-appraisals, and the completion of a variety of tests designed to measure coordination, flexibility, agility, strength, and/or endurance. Every effort should be made to acquaint the student with the "whys" of fitness and the need for an on-going lifelong commitment to the obtaining and sustaining of an optimal fitness level.

b. Skills development

Providing for the acquisition of motor skills as reflected in sports and self-testing activities is the unique responsibility of the physical educator. After taking into consideration the different levels of skills found in the class (usually through use of a pre-testing or teacher-observation technique), the instructor should establish levels of expectancy to fit the needs of the individual students and plan activities which would provide for the learning and practicing of skills. Evaluation of skills acquisition can be done through the use of skills tests, teacher observation, rating scales, self-appraisals, and/or peer assessment.

C. Demonstration of acquired skills in playing situations

All skills instruction should be directed toward the ultimate goal of successful participation in the

activity under consideration. Observation of students as they make wise decisions and correct skills responses while under stress of game play are valid when made by a qualified instructor. Effort should be made to ensure all skills units include the measurement of students while they actually engage in the activity.

Units taught on a contract basis should include opportunities for points to be earned for successful game play or performance of individual events such as dance presentations, free exercise routines, synchronized swimming numbers, etc. Students should know the criteria that will be used during such observations. Coercive criticism on the part of the instructor should be avoided; positive feedback and encouragement should accompany this facet of testing. Students will be more successful if they are confident of their ability.

Below is a sample of how the 40% of the grade allocation for MOTOR ABILITIES might be distributed for the typical student who negotiates two (2) skills units or one quarter's activities:

Unit One	20 Points	Unit Two	20 Points
Fitness	4 Points	Fitness	4 Points
Skills Development	12 Points	Skills Development	8 Points
Skills Demonstration	4 Points	Skills Demonstration	8 Points

Thus, for a new unit of instruction (Unit One), the emphasis might be placed on skills development. For an advanced unit of instruction (Unit Two), the emphasis could be equally distributed between the development and the demonstration of skills. During both units, fitness would play a somewhat minor, but significant, role in the evaluation record.

2. Cognitive Knowledge

Areas to be included in the measurement of the cognitive domain include knowledge and/or understanding of:

a. Rules and strategies
b. History (where applicable)
c. Safety factors
d. Principles of conditioning
e. Physiological and biomechanical principles

Teachers should provide the necessary study materials needed by students as they seek to learn about each activity studied. These may include lectures, films, posters, film loops, books, student reports, presentations, etc. The actual testing may be accomplished through use of written tests, teacher observation, question and answer dialogue, problem solving situations, and standardized tests.

Following is a sample of how the 20% of the grade allocation for the COGNITIVE area might be distributed for the typical student as two (2) units or one quarter of instruction is negotiated.

Unit One			
Daily Observation	3 Points	Daily Observation	3 Points
Written Test	5 Points	Written Test	6 Points
		Project/Notebook	3 Points

The cognitive measurement need not be equally distributed for each unit. Some units require more cognitive emphasis than others and should therefore be allocated a larger percentage than the generally recommended 20% of the grade.

3. Affective Factors

Areas to be included in the measurement of the affective factors important to physical education include:

a. Attitude as reflected by preparation (dressing out - - meeting cleanliness requirements, etc.). Appropriate dress is necessary for safe and beneficial participation.
b. Attitude as reflected by participation (effort and cooperation).
c. Attitude as reflected by conduct (safety, care of equipment, sportsmanship, respect for self, respect for others, etc.).

In addition, affective factors which should be included as part of the physical education process, but for which there should be no grading are:

a. Attitudinal check lists
b. Sportsmanship inventories
c. Self-image questionnaires
d. Group conferences
e. Self appraisals
f. Teacher/student conferences
g. Peer appraisals

Below is a sample of how the 40% of the grade allocation for the AFFECTIVE FACTORS subject to grading consideration might be distributed for the typical student as two (2) units or one quarter of instruction is negotiated:

Unit One	20 Points	Unit Two	20 Points
Preparation	10 Points	Preparation	4 Points
Participation	8 Points	Participation	14 Points
Conduct	2 Points	Conduct	2 Points

Thus, in a unit where dressing out is essential (Unit One), the emphasis is placed on preparation. In a unit where participation (Unit Two - archery, roller skating, etc.) is more important, the emphasis is shifted.

Tracking

The term tracking applies to the orderly method of maintaining student records. Haphazard accumulation of test results usually indicates that testing has been used for grading but not necessarily as a tool for diagnosis. Continuous tracking can give the astute teacher, as well as the student, an insight to the on-going effort of the learner and also offers information needed for future decisions. Transfer of data from one teacher to the next helps eliminate program redundancy. It is strongly recommended that staffs publish the criterion measures used for each unit of instruction and share this with their feeder schools.

Using Test for Motivation

Students who can successfully complete the skill tests, written test, and other class requirements, while learning to play exciting activities, will usually develop a positive attitude toward themselves and physical education. Conversely, students who constantly fail all of the challenges presented will become frustrated, filled with anxiety, and may become indifferent.

Teachers must strive to make tests realistic and must set the expectations for student performance at an attainable level. Allowing the students to know what the skills measurements will be in advance of the actual testing is a sound procedure. Encouraging students to practice the skills to be measured, by providing game-like drills which stress those skills, is a good motivational technique.

F. AAHPERD Physical Fitness Week

Beginning the first week of March, which is usually National and State Physical Fitness Week, the American Alliance For Health, Physical Education, and Recreational's Youth Physical Fitness Test is to be administered. The test is a requirement for students taking all required courses for credit. It is not a requirement for the Elective Physical Education Courses. Commissioner of Education Certificates provided by the State are available from the Supervisor's office at no cost. Presidential Physical Fitness Awards must be purchased by the school.

G. Maintenance

Many times custodial services are limited and some tasks must be performed by the staff so that teaching stations are ready for use. These tasks should be equally shared by all staff members. Requests for repairs and correction of safety hazards must be submitted on work order forms and must be approved by the principal.

H. Equipment

The purchase of equipment should be made after a complete inventory of existing equipment is established. Each staff member should have input to what equipment should be purchased. Since each instructor must use the same equipment, all members of the staff should leave the equipment in better or as good a shape as it was found. Careful checking and proper storage of the equipment at the end of the year will assist in a smooth beginning of the program the following year. It should be noted that all equipment purchased becomes county property although it is requested by the individual schools.

I. Safety

The physical education instructor is responsible for student safety. Teaching methods must constantly be evaluated in light of student preparation for activity, accident prevention and overall precautions.

Most school accidents occur in physical education classes. Lawsuits increase in their frequency and judgments by the courts continue to be awarded to the plaintiffs (students who bring charges). Teachers must become extremely safety conscious both for student welfare and their own.

Many times faulty equipment is the cause of accidents. Equipment should be checked before and after each use. If it is broken, teachers should not allow students to use it until it is repaired. The proper work orders should be filed and followed up on to keep delay to a minimum.

It should be remembered that although close supervision will not stop all accidents, it can help to decrease their frequency and severity. There is no substitute for prevention. Successful prevention requires planning, teaching, proper conditioning of the student, constant surveillance, and effective maintenance of all equipment and areas.

1. Supervision

   a. Dressing rooms

      The dressing rooms shall be supervised each period by at least one member of the staff. Only in this way will the staff have control over the conduct of the students and eliminate any confusion and "horse play." A schedule of such duty should be established and posted by the department head.

   b. Class activity

      Each instructor shall supervise his/her classes in activities at all times. Under no circumstances shall a class be left unsupervised. Such an act constitutes negligence in the sight of the law and places the teacher in the position of being liable in the event of an accident.

2. Accident reports

   A system-wide accident report form should be completed on all accidents to ensure the recording of facts and circumstances in an accurate manner. This report should be made in duplicate. One copy should be sent to the County Director of Safety and the other copy kept on file in the school.

3. School insurance

   Students participating in the physical education program should be encouraged to enroll in the school insurance program. School insurance reports should be completed as soon as possible after an accident occurs to ensure accuracy in the report.

J. Cleanliness of Facilities

1. Dressing Rooms

Dressing rooms should be cleaned by the custodial staff each day. Periodically these facilities should receive a very thorough cleaning. As facilities are used during the day, instructors should see that the paper towels are put in proper containers by students rather than thrown on the floor. At the end of each day, any clothing books, or personal belongings of students left in the dressing rooms should be taken into the instructor's office where they can be claimed by the owner the following day.

2. Gymnasiums

Gymnasiums and activity rooms should be cleaned daily, including areas beneath the bleachers. When activities or athletic events are held in these areas in the afternoon or evening, the areas should be immediately cleaned and ready for regular school use the next day. After such activities, the department head should check to be sure the area has been cleaned. Particularly after such activities, the area beneath the bleachers should be checked where litter may accumulate. When facilities are not cleaned regularly or properly by the custodial staff, the department head should inform the principal.

3. Instructors' Offices

Instructors' offices should be cleaned daily by the custodial staff. In addition, each instructor has the responsibility of keeping the office neat and attractive at all times.

4. Equipment Storage Room

Each staff member is expected to help keep the storage room in order and be sure this room is locked when not in use. Each staff member should have a key to the room. Students should not have access to the storage room except under direct supervision of a staff member. Each instructor is expected to issue equipment, replace equipment in its proper place, and be sure that no equipment has been left out.

K. Department Head

The department head has the basic responsibility for the planning and organizing of the school physical education program, with the assistance of all other staff members. Planning should be within the framework of the over-all school curriculum and this curriculum guide. All matters concerning the physical education program and physical education staff should be channeled through the department head. The department head has the responsibility of seeing that all phases of the physical education program are operating efficiently, and whenever necessary, of counseling with individual staff members for the good of the over-all program.

L. Departmental Meetings

1. Individual School Departmental Meetings

Individual school departmental meetings should be set up by the department head and should be compulsory, held periodically, and have a definite purpose. At the beginning of each quarter, responsibilities and duties of each staff member should be determined and a schedule of teaching stations made. Evaluation of the effectiveness of the program should be made regularly.

2. County Departmental Meetings or Workshops

County departmental meetings or workshops are to be set up by the County Supervisor. Attendance at the meetings is necessary for proper communication and dissemination of pertinent information.

M. Participation By Teachers In Professional Organizations And Meetings

It is strongly recommended that all teachers join and take an active part in the Florida Association for Health, Physical Education, and Recreation (FAHPER) and the American Alliance for Health, Physical Education, and Recreation (AAHPER). The department head of each school should have application forms available.

N. Responsibilities of Students

1. Safety is of primary concern to administrators, staff, parents, and students. Students should be constantly reminded of established safety rules and procedures. Every unit has its unique safety procedures, but there are also certain broad, on-going safety rules. General rules should be established early and constantly reinforced; they should be displayed on bulletin boards and posters.

   a. Students should have an assigned, supervised place to report as soon as they are dressed-out.

   b. Students should have an assigned place to wait until it is time to pass to their next class.

   c. Students should not be allowed on large or permanent equipment (chinning bars, obstacle courses, gymnastic equipment, climbing ropes, etc.) unless a teacher is present. It is best to dismantle, disengage, and/or store such equipment when it is not in use.

   d. Students should be aware of acceptable locker room behavior.

   e. Students are required to wear tennis shoes or other acceptable footwear for a given unit.

   f. Students must be made aware of the importance of reporting any accidents or injuries, no matter how minor they may seem to be.

   g. Students should be encouraged to purchase school insurance or have insurance that will cover them for accidents or injuries which may occur at school. Athletic insurance, of course, is required.

   h. Students should be made aware of the established first aid policies and procedures. Personnel should be competent in first aid procedures and a good supply of first aid materials should be stocked in every department. It is probably a good policy <u>not</u> to handle injuries occurring away from the school; this does not preclude having available materials for students to attend to such injuries.

2. Students should be encouraged to accept responsibility for their own belongings, as well as to exhibit respect for the belongings of others.

3. Personal hygiene should be taught and encouraged.

   a. Require replacement of clothing with clean uniforms and socks once each week.

   b. Encourage showers, particularly in hot weather, and provide time for students to take them. According to the State Department of Education, Questions and Answers, Series No. 11, showers can be required.

   c. Encourage students to bring deodorant, but do not allow glass containers of any kind in the lockers or locker room.

   d. During inclement weather, films and other A/V aids which stress grooming, offensive odors, skin conditions, etc., may be helpful.

4. Be sure students understand special classroom rules, as well as school rules, which will be enforced (gum chewing, smoking, tardiness, "horseplay," fighting, using profanity).

5. Explain to students the care and use of equipment in each unit. Also to be encouraged is care of the larger equipment and facilities, such as the lockers, mirrors, restroom walls, plumbing, and any other areas that see constant and severe "wear and tear." Try to inculcate a good attitude about the school plant as a whole, and to instill a degree of pride in the school as an investment that they and their parents, as taxpayers, should want to protect.

6. Make a concerted effort to use every pertinent opportunity that arises as a learning situation for behavior modification. Try to turn a discipline situation into a learning situation even though it is sometimes difficult to keep one's temper and to exhibit the needed patience and understanding.

O. Staff

No program will be any better than the people who lead it. Physical education programs should be developmental to keep pace with the physical, mental, and emotional changes taking place in today's students. Comprehensive, varied programs which can motivate students to the assimilation of regular exercise as a life's value require keen leadership and planning. It would be desirable for staffs to establish clear policies under which they can all function effectively.

Physical education is an integral part of the total school program and, as such, all staff members must adhere to all existing school and county policies. In addition to those, the following areas of concern may be of benefit as staffs develop the guidelines under which they will function.

Instructional Responsibilities

Each instructor should:

1. Participate in the preparation of a departmental policy sheet which will be given to all students and parents. Such a sheet should explain the goals of the program, the general rules and regulations for which students will be held responsible, the methods of instruction and evaluation which will be used to enhance each student's capabilities, and the projected yearly program.

2. Provide enthusiastic and thorough orientation for all students at the beginning of the year and before each unit.

3. Recognize skill, social, and cultural differences in students and plan to provide for them accordingly.

4. Teach a wide range of activities to meet the needs of all pupils.

5. Vary the methods of teaching and create a classroom atmosphere conducive to learning.

6. Plan for each day's activity ahead of time by making definite lesson plans (which are instructional by nature as opposed to free play and/or supervised recreation), arranging for the needed equipment, and preparing the instructional area or facility.

7. Include co-educational courses and activities which can provide an opportunity for self-expression.

8. Offer a program which meets the needs of the students, is well-rounded, and provides for maximum participation.

9. Provide for sequential progression and avoid meaningless repetition of activities.

10. Prepare and administer tests and keep accurate and updated results.

11. Meet classes on time and remain with them the entire period.

12. Obtain, read, and follow the policies outlined in the Certificated Personnel Handbook.

13. Work to make physical education an integral part of the total education program.

14. Remember that a good program and good public relations go together.

Supervisory Duties

All teachers have supervisory duties. While these vary from school to school, some typical supervisory responsibilities of physical education teachers include the following:

1. All classes which are taught by the individual

2. Supervision of each area of the physical education plant - before, during, and after each class

   a. locker rooms

   b. gymnasium

   c. outside areas

   d. equipment area

   e. office

   f. waiting areas used after activities are completed

3. A fellow worker's class in the event of an emergency

In all supervisory assignments, the teacher must make every effort to be prompt and to maintain order by being firm, fair, and friendly. Should a person be unable to meet the assigned responsibility, arrangements should be made for a suitable substitute and the immediate supervisor (department chairman, assistant principal, etc.) should be notified.

Planning Responsibility

Planning is continuous and never ending. It can be on an immediate, short, or long-term basis. Not only should each teacher develop daily lesson plans but also he/she should participate in the overall departmental planning of the yearly program, policies, and budgeting procedures. If participation of this nature is encouraged, high morale should be evident since all would have had a hand in the decision-making processes. When all planning is done by one person or a select few, the effect is usually negative.

Discipline

Each teacher should try to handle discipline problems within the limits established by Board policy and the principal's delegation of authority. If discipline problems cannot be solved by the individual teacher, the student should be referred to the appropriate school administrator.

P. In-Service

In-service courses meet special needs such as satisfying some certification requirements, strengthening some areas of professional competence, and providing special training for a group or groups of instructors in a new subject content or technique to be adopted within the instructional program. A regular program of such activities is planned each year. Programs can originate from a school base (teachers in one school ask for a component) or from the county level. All components for each year are listed and outlined in the MASTER IN-SERVICE PLAN. Copies are available in each school.

Notices are sent out concerning upcoming in-service offerings. Immediate response to these notices is necessary if teachers are to be guaranteed enrollment in the offering(s). Questions regarding in-service can be answered through the Physical Education Supervisor's Office, 390-2141, or the Professional Development Office, 390-2068.

Q. Certification

The validity of the teacher's certificate is the responsibility of each individual teacher. Renewal and/or extension of a teacher's certificate should be reported to the personnel office and the school by the teacher.

All college courses to be taken for credit and certification should be approved by the Professional Development Office before the course begins.

R. Program Evaluation

Trends in physical education are constantly changing as new methods are adopted or old methods are altered. Physical educators should constantly evaluate their programs to see if they are serving the students as effectively as possible. Teachers should be involved in a continuous process of evaluation. Improvement and validation of learning experiences, in terms of objective fulfillment and effectiveness of instruction, should be goals of all teachers.

Most physical educators share the thought that evaluation relates to some form of testing. Certainly, testing is an important part of program evaluation, but not the only part. The following checklist can help staffs evaluate their programs. A quality physical education program is one which:

1. is conceived as an integral part of the total school's educational effort;

2. is well balanced in that it provides experiences which will stimulate the growth and development of appropriate social and psychological outcomes as well as physical attributes and neuromuscular skills;

3. contributes to the realization of democratic ideals in the daily lives of pupils;

4. is based on the interest, needs, purposes, and capacities of the people it serves;

5. provides experiences related to basic areas of living compatible with the maturity level of pupils;

6. is an integral part of the community it serves;

7. encourages and provides a wide range of pupil activities by use of adequate facilities and equipment in combination with qualified enthusiastic leadership; and

8. fosters and encourages the professional growth and welfare of the teachers involved.

Strategies for Gathering Data

Effective program evaluation relies on the interpretation of the base data. Therefore, the methods used in gathering the information from which decisions and reports will be extracted are very important. Objective and thorough measurement is essential. A comprehensive data base requires many strategies for gathering data. Some sources for data which should be considered when designing program evaluation plans include:

1. the results of student performance on standardized instruments;

2. the results of student performance on staff-adopted measurement items (see C.O.P.E.);

3. the observations of staff members;

4. the results of staff questionnaires;

5. the facts revealed through use of self-study instruments (NASPE-National Assessment, Accreditation Self-Study-SACS);

6. the observations of qualified "outsiders" (principals, supervisors, consultants, etc.);

7. the inventory report;

8. the number of accident reports and the classification of the accidents.

Use of Data

After data is gathered, individual instructors and staffs as a group should take time to analyze the results, agree on needed changes, and implement the action(s) necessary to improve the area(s) in need of attention. All too often educators fail to take advantage of the data gathered. Test scores are filed away, survey data is stacked up or ignored, and no regular self-study is conducted.

Program effectiveness is only as good as the weakest part of the program. Should results on standardized tests be poor, more emphasis must be placed on the instruction and presentation of physical education concepts. Should results of skill and cognitive tests be generally low, the expectancies should be adjusted, the instruction of basic skills stressed, and the test validity checked.

Should attitudinal checklists reveal that there is apathy toward the program or part of the program, staffs can diversify the offerings or methods of presentation to rekindle enthusiasm. Should parents reflect a lack of support for the program, an improved public relations effort can be planned and implemented.

Should changes be suggested by staff members, they can be disussed and tried if the consensus is that the changes are feasible, in the best interests of students, and in line with district guidelines. Should inventory reports reveal that there is apparent negligence on the part of students with regard to equipment, teachers in charge of the area(s) in which the breakage or loss of equipment is most prevalent should be charged with the responsibility of developing a more controlled way to maintain items in use.

Should accident reports reflect that the injuries sustained were a result of faulty equipment or unsafe playing conditions, steps should be taken to remedy the problem areas. Should the accidents be the direct result of unruly behavior, additional supervision must be provided and instructional efforts reinforced to alter the behavior.

Cautions

Program evaluation must be based on accurate data. Staff members must make sure that tests are administered correctly, fairly, and under favorable conditions. Constant review of the instruments used is essential to assure the items are valid, written at the reading and comprehension level of the students, and are not of an ambiguous nature.

Students and teachers alike should not feel threatened by the evaluation process. Results should not be used for comparative criticism but as a means for effective program improvement.

S. Explanation of Courses

The purpose of this document is to provide some needed standardization to the senior high school physical education programs of this district and to give specific direction in the teaching of skills and knowledge in each course of study.

On the following pages the reader will note that the senior high physical education program is divided into three courses. Each course has a title and the appropriate accreditation numbers. (county and state).

Foundations and Basic Exploratory Physical Education is the course required to satisfy the one physical education credit for graduation. If at all possible students should take this course in the tenth grade. The course is divided into required and elective activities. All required units must be taught by each school within the flexibility allowed relative to the availability of facilities. Each school must also offer and teach four (4) elective units from among the group listed.

The Elective Physical Education I and the Elective Physical Education II courses are designed to provide schools with the flexibility to offer a diversified program of activities from which students may choose their curriculum. It is recommended that students be exposed to two activities each nine week period. However, in some instances where interest in specific activities is strong or where the administration of the activity would be more effective, the school may wish to allow students to elect activities for a nine week period of time.

Course Title: P. E. Foundations and Basic Exploratory

State Course Code #: 5570

Grade Level: 10, 11, 12

Duval County Course Code #: 4120

Teacher Certification: Physical Education

Evaluation: Teacher-made

Prerequisite: None

Length of Course: Year
1 Phy Ed Credit

Textbook(s): Sports and Recreational Activities For Men and Women (The C. V. Mosby Company)

Instructional Level: Standard

Course Description: This is a required course for students which satisfies the one year Senior High School Physical Education requirement. The Foundations course will stress the effects of exercise on ORGANIC DEVELOPMENT (Muscle Strength, Muscle Endurance, Cardiovascular Endurance, Flexibility); NEUROMUSCULAR DEVELOPMENT (Locomotor Skills, Motor Abilities, Motor Factors); and cognitive concepts. Major emphasis will be on teaching the "why" of a continued program of physical activity. After participating in the Foundations Unit, the student will pursue a suitable course of study in Basic Exploratory Physical Education involving selected and/or counseled units in individual sports, team sports, and self-testing activities. Required physical fitness objectives will be outlined and taught in conjunction with each unit of instruction.

Concepts/Skills: Refer to Senior High Physical Education Curriculum Guidelines and C.O.P.E., (Curriculum Objectives for Physical Education). Note the specific skills under each activity.

Required Activities	Elective Activities
Basketball, Intermediate Level II	Aerobic Dance, Intermediate
Physical Development	Archery, Intermediate Level II
Swimming, Intermediate Level II (if facilities permit)	Badminton, Intermediate
Track and Field, Intermediate Level II	Bowling, Intermediate
Volleyball, Intermediate Level II	Recreational Games: boundball, deck tennis, horseshoes, jokari, shuffleboard, table tennis, and croquet
	Gymnastics & Tumbling, Intermediate II
	Soccer, Intermediate Level II
	Softball, Intermediate Level II
	Tennis, Intermediate Level II
	Weight Training, Intermediate Level II

Required activities are to be offered for a period of 4½ weeks with the exception of the physical development unit. It is suggested that this unit be offered on alternating days with another required unit.

If facilities permit, swimming should be offered in lieu of one of the following required units: volleyball, track and field, or basketball.

Ten elective units are available and the school should select four to offer in this course. It should be understood that students cannot repeat an activity and must be instructed in four different units.

INTERMEDIATE BASKETBALL LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Scoring and rules
4. Equipment care and use
5. Officiating
6. Safety and sportsmanship

B. Skills

1. Dribbling

a. Fingertip control
b. Body position
c. Dribble left and right
d. Stop and go
e. Between the legs
f. Hand quickness drills

2. Shooting

a. Lay-up
b. Jump
c. Push
d. Free throw

3. Passes

a. Chest
b. Bounce
c. Overhead
d. Baseball
e. Underhand

4. Team Strategy

a. Offensive

(1) position play (2-1-2, 1-2-2)
(2) rebounding
(3) outside shooting (set, jump)

b. Defensive

(1) position play
(2) zone (1-3-1, 2-1-2, 1-2-2)
(3) rebounding

c. Team drills

(1) pass and cut (split post)
(2) figure 8 weave

5. Class Tournament

II. Methods of Achievement

A. Teaching procedures

1. Demonstration: simple to complex
2. Explanation
3. Audiovisual materials

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Sprinting exercise
3. Stretching and flexibility exercises

C. Practice procedures

1. Skill drill and strategies

a. Practice the baseball pass in two lines facing each other 30 feet apart.
b. Practice the chest, bounce, overhead, and underhand passes from a circle. In the middle of each circle a team leader should demonstrate, make the passes, and receive passes from each student in the group.
c. Practice the lay-up using two lines, one on each side of basket. One line will shoot the other's rebound. The lay-up shot should be practiced first by walking and then half speed. Also, practice dribbling with left hand when shooting on the left side and with right hand when shooting on the right side.

2. Game play

a. One on one
b. Two on two
c. Three on three
d. Five on five (half court)
e. Five on five (whole court) using student officials

3. Class Round Robin tournament

4. Other special activities

   a. Develop officiating skills
   b. Perfect scoring techniques
   c. Develop team management skills

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

PHYSICAL DEVELOPMENT

I. Specific Knowledge and Skills

A. Knowledge

B. Systems and Functions

1. Skeletal
2. Muscular
3. Circulatory
4. Nervous
5. Respiratory
6. Digestive

C. Capabilities and Limitations

1. Body typing
2. Sexual differences
3. Age
4. Environmental factors
5. Tobacco and alcohol (effects)
6. Drugs (effects)
7. Physical fitness components
8. Motor fitness components
9. Nutrition

D. Physical Components

1. Muscular strength measurement

a. standing long jump
b. squat jump
c. flexed arm hang
d. the curl
e. bent knee sit-up
f. pull-up
g. bench press
h. rope climb

2. Muscular endurance measurement

a. modified push-up
b. treadmill
c. v-seat
d. push-up
e. squat thrust
f. rope skipping

Physical Development (cont.)

3. Cardiovascular endurance measurement

   a. Harvard Step Test
   b. Endurance hops
   c. Accumulative count - calisthenics drill
   d. Twelve minute run-walk
   e. Grass drill

4. Flexibility measurement

   a. Trunk extension
   b. Toe touch
   c. Trunk flexion
   d. Palm touch
   e. Modified sit and reach test
   f. Bridge-up
   g. Back lay-out

5. Locomotor skills

   a. Walking
   b. Running
   c. Hopping
   d. Jumping
   e. Leaping
   f. Sliding
   g. Skipping
   h. Interpretive rhythmic movement pattern
   i. Cognitive

6. Motor abilities measurement (Cureton's Test Items)

   a. Strength
   b. Endurance
   c. Flexibility
   d. Balance
   e. Agility
   f. Power

7. Cognitive concepts (AAHPERD Cooperative P.E. Test Items)

E. Effect of activity

1. General immediate effects

   a. Cardiovascular system
   b. Respiratory system
   c. Muscular system

2. General long term effects

   a. Body systems
   b. Physical fitness
   c. Exercise and body weight

3. Applications to daily activities

F. Required American Alliance of Health, Physical Education, Recreation, and Dance Physical Fitness Test (Presidential Physical Fitness Test)

II. Methods of Achievement

A. Teaching procedures

1. Classroom lecture/demonstration
2. Written handouts
3. Reports on related subject matter
4. Use of audiovisual aids

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running
3. Strength exercises

C. Practice procedures; performance of physical components

1. Circuit training
2. Station drills

III. Evaluation

A. Written test (AAHPERD Cooperative P. E. Test)

B. Skill test

1. AAHPERD Physical Fitness Tests
2. Physical fitness improvement

C. Progress reporting charts - refer to C.O.P.E., Cluster I

D. Teacher observation

INTERMEDIATE SWIMMING LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Safety

B. Skills

1. Review the following skills:

a. Safety skills
b. Breath-holding
c. Rhythmic breathing
d. Floating skills
e. Changing direction
f. Kicks
g. Arm action
h. Strokes
i. Treading water

2. Elementary back stroke
3. Elementary breast stroke
4. Side stroke
5. Back crawl
6. Surface dive
7. Underwater swimming
8. Running front dive
9. Diving from springboard
10. Floating and survival skills

II. Methods of Achievement

A. Teaching procedures

1. Dry and wet demonstrations
2. Lecture/discussion
3. Audiovisual aids

B. Conditioning and warm-up exercises

1. Stretching and flexibility
2. Running in place
3. Kicking exercises (sitting on edge of pool)
4. Rhythmic bobs (in pool)

Intermediate Swimming Level II (cont.)

C. Practice procedures

1. Drills
2. Games

D. Class organization/formations

1. Line facing wall
2. Lines on deck
3. Line moving from corner along walls
4. Circle formation
5. Facing lines parallel to wall
6. Line along wall facing center
7. Lines away from wall facing wall
8. "L" shape at corners of pool

III. Evaluation

A. Written test (refer to C.O.P.E., Cluster VII, p 28-29)

B. Skill test (refer to C.O.P.E., Cluster VII, p 27)

C. Teacher observation

INTERMEDIATE TRACK AND FIELD-LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Terminology
4. Safety
5. Equipment use and care

B. Skills

1. Warm-up
2. Sprints

a. Position in blocks
b. Starting

(1) types
(2) commands

c. Strides
d. Coast
e. Finish

3. Hurdles

a. Approach
b. Flight over hurdle
c. Landing
d. Drills

(1) lead leg drill
(2) trail leg drill

e. Starting and sprinting
f. Steps between hurdles

4. Distance events

a. Start
b. Pace
c. Finish

5. Relays (types of baton passing)

6. Jumps

a. Long jump

(1) run
(2) approach
(3) take off
(4) flight
(5) landing

b. High jump

(1) style

(a) roll
(b) straddle
(c) flop

(2) approach
(3) take off
(4) landing

7. Throws

a. Shot put

(1) grip
(2) stance
(3) glide
(4) release

b. Discus

(1) grip
(2) stance
(3) turn
(4) release

II. Methods of Achievement

A. Teaching procedures

1. Audiovisual aids
2. Explanation and demonstration of skills

Intermediate Track and Field-Level II (cont.)

B. Conditioning and warm-up procedures

1. Stretching and flexibility
2. Muscular strength activities
3. Endurance activities
4. Pick-up

C. Practice procedures

D. Intra-class track meet

III. Evaluation - Refer to C.O.P.E., Cluster VI

A. Written test

B. Skill test

C. Teacher observation

INTERMEDIATE VOLLEYBALL LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment care and use
7. Safety

B. Skills

1. Review the following skills

a. Forearm bump pass
b. Underhand serve
c. Overhand serve

2. Additional skills

a. Set
b. Sidearm serve
c. Spike
d. Dink
e. Block
f. Offensive strategies

(1) 4-2 offense
(2) 5-1 offense

g. Defensive strategies

(1) proper court coverage
(2) 2-man block

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audiovisual materials
4. Station teaching
5. Study sheets

B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Agility exercises

C. Practice procedures

1. Skill drills

a. Partner passing

(1) bump
(2) set

b. "Man In The Circle" drill
c. Bump ball to self (control)
d. Set ball to self (control)
e. Setting ball into basketball goal (accuracy)

2. Bump volleyball (as a lead-up)
3. Regulation game play
4. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IV, p 24

B. Indivdual performance and improvement charts - refer to C.O.P.E., Cluster IV, p. 23

C. Skill test - refer to C.O.P.E., Cluster IV, p 22

D. Teacher observations

INTERMEDIATE AEROBIC DANCE

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Benefits
3. Terminology

B. Skills

1. Warm-up routine: "The Hustle"/"I Only Have Eyes For You"

a. Half knee bends
b. Heel lifts
c. Knee lifts
d. Kick step
e. Hustle sides
f. Hustle walk
g. Side bends with push-ups
h. Train step
i. Two step
j. Step-half-turn, step
k. Slide in 8's
l. Slide in 4's
m. Run-run
n. Turn-around

2. Aerobic Dance #1: "Sing Me"

a. Breast stroke sways
b. Rocks side to side
c. Train step "Hippy"
d. Two step "Hippy"
e. Jazzwalk

3. Aerobic Dance #2: "There's A Kind Of Hush All Over The World"

a. Cross, step, cross, kneelift
b. Rocking horse doubles
c. Glide and fall back
d. Run-run, turn-around
e. Pony step
f. Cha-cha basic
g. Leap-cross

4. Aerobic Dance #3: "It's a Miracle"

    a. Hustle walk
    b. Windup armswings
    c. Hustle jog
    d. Pony step
    e. Hoedown jumps
    f. Cross, step, cross, kick
    g. Snake step
    h. Slide in 4's
    i. Donny dig

5. Aerobic Dance #4: "Jump Shout Boogie"

    a. Touch steps
    b. Tickle toe
    c. Seven-up
    d. Pendulum swing
    e. Bounce, low side kick
    f. Kick jump twirl
    g. Swing step double

6. Aerobic Dance #5: "Stargazer"

    a. Thigh rock
    b. Train steps
    c. Hopscotch
    d. Slides
    e. Jump forward, jump back
    f. Can-can walks and runs

7. Aerobic Dance #6: "Happy Days"

    a. Charleston basic
    b. Ball-change lunge
    c. Twist in threes
    d. Charleston walks
    e. Jump combination
    f. Jog 7's
    g. Lunges side to side
    h. Straight jacket turn

8. Aerobic Dance #7: Theme from "Laverne and Shirley"

    a. Weave point side and cross
    b. Pendulum swing
    c. Lunges crossing

9. Aerobic Dance #8: "Star Wars"

    a. C-3PO back walks
    b. Scissors double
    c. Jumping Jack
    d. Run-run, turn-around
    e. Snake step
    f. Lunges forward bouncy
    g. R2 - D2 walks
    h. Polka step

10. Cool Down Routine: "I Write the Songs"

    a. Half kneebends
    b. Sways
    c. Step-out and cross
    d. Step-half - turn, step
    e. Point combination
    f. Lunges forward
    g. Lunges side to side

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Audiovisual aids
3. Learn new steps and dances
4. Take heart rate

    a. Resting heart rate
    b. Working heart rate
    c. Recovery heart rate

5. Frequency and duration

    a. Minimum of three weekly aerobic dancing sessions of 15-30 minutes (Monday, Wednesday, Friday)
    b. Jump rope for a specific time (Tuesday, Thursday)

B. Practice procedures

1. Work on dance one part at a time, first without music, then with music.
2. Add new part to previous part and continue in this manner until all parts have been taught.
3. Walk through entire dance without music, then with music.
4. Jump rope two times a week, working up to 5-10 minute sessions

III. Evaluation

A. Written test - refer to Aerobic Dance Manual

B. Skill test

1. In small groups of 4-6, students will perform one of the dances learned in class. Dance execution by students will be assessed by the instructor
2. Jump rope for a specific time

C. Teacher observation

D. Self-evaluation

1. Individual weight and measurement charts
2. Heart rate reduction
3. Individually adaptable levels

a. Walk through dances
b. Jog through dances
c. Run through dances

The following resources will be very helpful in the implementation of this unit:

Sorenson, Jacki, Aerobic Dancing (New York: Rawson, Wade Publishers, Inc., 1979).

Sorenson, Jacki, Aerobic Dancing for Physical Education (Freeport, New York: Educational Activities, 1978).

Address:
Kimbo Educational
Box 477
Long Branch, NJ 07740

Price:
Book and record; $21.95 and $15.95, respectively

INTERMEDIATE ARCHERY LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Safety
3. Equipment selection
4. Equipment care
5. Rules
6. Terminology

a. Address target
b. Anchor point
c. Arm guard
d. Arrow plate
e. Back
f. Belly
g. Bracing
h. Cock feather
i. Creeping
j. Crest
k. Draw
l. End
m. Fist melee
n. Fletching
o. Hen feathers
p. Limbs
q. Nock
r. Petticoat
s. Pike
t. Point of aim
u. Quiver
v. Serving
w. Shaft
x. String fingers
y. Tackle
z. Vane

B. Skills

1. Bracing
2. Stance
3. Nocking the arrow
4. Draw
5. Release and follow through
6. Aim
7. Retrieving
8. Accuracy in shooting (20 yards)
9. Accuracy in shooting (30 yards)

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Individual and group help
4. Audiovisual materials

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Running in place (1 min.)
3. Stretching and flexibility exercises

C. Practice procedures

1. Go through steps in shooting without an arrow; let partner watch for errors or mistakes.
2. One partner shoots, using an arrow, while the other watches for mistakes and offers suggestions.

D. Motivational ideas

1. Provide individual competition to create enthusiasm.
2. Novelty events can serve to motivate students.
3. Post scores each day to motivate students.

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIB, pp 21-27
B. Skill test - refer to C.O.P.E., Cluster IIIB, pp 18-19
C. Teacher observation

INTERMEDIATE BADMINTON

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Equipment use and care
6. Etiquette
7. Safety

B. Skills

1. Review the following skills:

a. Grip

(1) forehand
(2) backhand

b. Serve

(1) short - low
(2) high - deep

c. Forehand stroke
d. Backhand stroke
e. Underhand clear
f. Overhead clear

2. Additional skills

a. Smash
b. Drive
c. Overhead drop shot
d. Strategy

(1) singles
(2) doubles

e. Doubles formations

(1) side by side
(2) front and back

f. Line-drive serve

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Teaching stations
4. Audiovisual aids
5. Written handouts

B. Conditioning and warm-up procedures

1. Stretching exercises
2. Wrist and flexibility exercises
3. Arm and shoulder exercises

C. Practice procedures

1. Skill drills

a. Practice serving to different areas of service court, mixing short serves with long serves.
b. Partners volley bird back and forth across a rope.
c. Practice strokes over a rope in small groups.
d. Practice hitting the bird to or beyond a line drawn across the court five feet from the end line.
e. Practice foot work drills following instructor or student leader.
f. Practice strokes and serves by rotating through teaching stations devised by the instructor.
g. Practice the drive with a rubber shuttlecock against a wall on which a net high line is drawn.
h. Play drop shots into an area on the opponent's side of the court. (Draw a line 4 feet from, and parallel to, the net).

2. Game play

a. Around-the-court badminton
b. Shuttle badminton
c. Call-the-shot badminton

3. Class Tournaments

   a. Single elimination
   b. Double elimination
   c. Round Robin

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIC, pp. 11-12

B. Skill test - refer to C.O.P.E., Cluster IIIC, pp. 12-13

C. Teacher observation of skill improvement and application

INTERMEDIATE BOWLING

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Etiquette
3. Rules
4. Scoring
5. Terminology
6. Equipment care
7. Safety

B. Skills

1. Selection of equipment (ball)

   a. Hole size
   b. Weight
   c. Thumb and finger span

2. Grips
3. Stance

   a. Erect
   b. Semi-crouch
   c. Crouch

4. Approach
5. Delivery

   a. Straight

6. Aiming

   a. Pin
   b. Spot

II. Method of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audiovisual aids

Intermediate Bowling (cont.)

B. Conditioning and warm-up procedures

1. Shadow bowling
2. Stretching exercises

C. Practice procedures

1. Skill drills

a. Footwork drawn on floor
b. Practice stance and approach

2. Tournaments

a. Team
b. Co-ed

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIID, pp 15-17

B. Skill test - refer to C.O.P.E., Cluster IIID, pp 6-14

C. Progress and improvement chart - refer to C.O.P.E., Cluster IIID, pp 21-22

D. Teacher observation

RECREATIONAL GAMES-BOUNDBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Etiquette

B. Skills

1. Underhand serve
2. Set

a. Ready position
b. Hand position

3. Bump or dig
4. Spike
5. Modified game situation

II. Methods of Achievement

A. Teaching procedures

1. Analysis
2. Demonstration
3. Audiovisual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Agility exercises

C. Practice procedures

1. Practice basic skills
2. Apply basic skills in simple sequence
3. Use simple sequence in modified games
4. Apply learned skills (game competition)

D. Class organization: formations

1. Line
2. Circle
3. Alone
4. With a partner
5. Teams

III. Evaluation

A. Written test - refer to C.O.P.E., p 24

B. Skill test - refer to C.O.P.E., pp 15-19

C. Teacher observation

RECREATIONAL GAMES-DECK TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Rules
4. Scoring
5. Equipment use and care
6. Safety

B. Skills

1. Throwing

a. Underhand
b. Underhand flip
c. Sidearm
d. Cross body

2. Catching

a. Ring parallel to ground
b. Ring perpendicular to ground
c. Flip throw

3. Serving

a. Fast low
b. High floating

4. Court play

a. Speed of returns changed
b. Short drop shots
c. Placement of ring

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audiovisual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drill and practice

a. Practice throwing skills with a partner or in a group
b. Practice catching skills with a partner or in a group
c. Practice serve without and with net

2. Game play (allow students to practice skills in game situation for reinforcement)
3. Class Round Robin Tournament

D. Class organization: formations

1. Arrange groups of six or eight
2. Divide class into teams for practice of skills and play
3. Arrange groups into lines, circles, or teams for drills

E. Variations to Deck Tennis

1. Quoitennis

a. Rules
b. Scoring
c. Equipment
d. Skills
e. Tournament play

2. Deck Tennis; singles, doubles

a. Rules
b. Scoring
c. Equipment
d. Skills
e. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IX A, p 22

B. Skills test - refer to C.O.P.E., Cluster IX A, pp 4-7

C. Teacher observation

RECREATIONAL GAMES-HORSESHOES

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care
7. Safety

B. Skills

1. Grips
2. Twist pitch

a. One turn to the right
b. One and three-quarters turn to the right

3. Flip pitch

II. Methods of Achievement

A. Teaching procedures

1. Explanation of skills
2. Demonstration of skills

B. Practice procedures

1. Skill drills and practices

a. Practice tossing horseshoes by exploring various grips to determine which grip is best for each student
b. Toss horseshoes as often as possible to improve grip/release

2. Game play
3. Tournaments

a. Singles
b. Doubles

Recreational Games-Horseshoes

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp.5-6

B. Skill test - refer to C.O.P.E., Cluster IXB, pp.4-8

C. Teacher observation

RECREATIONAL GAMES-JOKARI

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Terminology
4. Equipment use and care

B. Skills

1. Grip
2. Serves
3. Strokes

a. Forehand
b. Backhand

4. Strategies

II. Methods of Achievement

A. Teaching procedures

1. Basic skills
2. Analysis and demonstration
3. Audiovisual aids

B. Practice procedures

1. Practice basic skills
2. Use skills in sequence in a single game

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

RECREATIONAL GAMES-SHUFFLEBOARD

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care
7. Safey

B. Skills

1. Light grip
2. Push
3. Lunge
4. Strategies
5. Indoor-outdoor playing
6. Singles
7. Doubles

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Audiovisual aids

B. Practice procedures

1. Skill drills and practices through lead-up games

a. Propelling games
b. Table shuffleboard
c. Kick shuffle
d. Shuffleboard bowling
e. Disco
f. Line disco

2. Game play

a. Singles
b. Doubles

3. Tournaments

a. Round Robin
b. Single and double elimination

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 8-9

B. Skill test - refer to C.O.P.E., Cluster IXB, pp 8-11

C. Teacher observation

RECREATIONAL GAMES-TABLE TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care

B. Skills

1. Grip and stance
2. Serve
3. Strokes (with and without spin)

a. Forehand
b. Backhand

4. Variations of strokes

a. Push
b. Block
c. Drop
d. Chop
e. Lob

5. Singles and doubles strategies

II. Methods of Achievement

A. Teaching procedures

1. Stress basic skills
2. Analysis and demonstration

B. Practice procedures

1. Basic skill drills
2. Use skills in sequence in a singles game

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXA, pp 23, 24

B. Skill test

C. Teacher observation

RECREATIONAL GAMES-CROQUET

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Course
6. Equipment use and care
7. Safety

B. Skills

1. Striking the ball
2. Stroke variations

a. Roquet
b. Croquet
c. Roquet Croquet

3. Peeling
4. Strategy
5. Set up course

II. Methods of Achievement

A. Teaching procedures

1. Explanation of skills
2. Demonstration of skills
3. Audiovisual aids

B. Practice procedures

1. Skill drills and practice

a. Practice stroke variations with a partner or individually
b. Practice striking ball with mallet

(1) individually
(2) partners

2. Game play

C. Variation to Croquet (around-the-clock croquet)

1. Rules
2. Scoring
3. Equipment
4. Skills
5. Game play

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, p 11

B. Skill test - refer to C.O.P.E., Cluster IXB, pp 12, 13

C. Teacher observation

INTERMEDIATE GYMNASTICS-TUMBLING-LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Method of exercising
3. Safety
4. Terminology
5. Use and care of equipment

B. Skills

1. Tumbling

a. Forward roll series
b. Backward roll series
c. Dive forward roll

(1) tucked
(2) piked
(3) layout

d. Balances

(1) headstand, pike press
(2) forearm headstand
(3) forearm headstand, pike kick up

e. Flexibility movements

(1) backwalk over with leg switch
(2) front tinsica
(3) full split
(4) front chest roll
(5) back chest roll
(6) full straddle split

f. Springing and inverted movements

(1) dive cartwheel
(2) cartwheel leg switch
(3) front hand spring
(4) one arm cartwheel
(5) front hand spring walk out

Intermediate Gymnastics-Tumbling-Level II (cont.)

2. Floor exercises - refer to C.O.P.E., Cluster V A, pp.1-30

   a. Dance movements for girls
   b. Static and strength positions
   c. Turns
   d. Transitional moves and pose positions
   e. Tumbling skills
   f. Flexibility moves
   g. Aerial skills
   h. Creating combinations
   i. Rules
   j. Choreography and composition
   k. Routines

3. Vaulting (bent hip ascent)

   a. Flank one half turn
   b. Straddle
   c. Straddle one quarter turn

4. Balance beam

   a. Mounts

      (1) wolf
      (2) straddle to straddle "L" or seat
      (3) single-leg shoot through (one leg)

   b. Turns

      (1) slight lunge, full turn
      (2) grande battement
      (3) seat spin, half turn
      (4) fan turn

   c. Balances

      (1) arabesque
      (2) front scale
      (3) straddle support
      (4) one leg hold

d. Dismounts

(1) forward roll, from side
(2) lunge with one fourth turn
(3) lunge with one half turn
(4) front vault, from hand stand

e. Rolls

(1) forward, from squat
(2) backward, to knee
(3) backward, to straddle
(4) back walk over

f. Flexibilities

(1) back walk over
(2) split, full
(3) standing split
(4) front scale to back attitude, holding knee
(5) needle scale

g. Inverted movements

(1) head stand
(2) prone head stand
(3) English head stand

5. Uneven parallel bars

a. Mounts

(1) squat on low
(2) squat through on low
(3) front hip circle

b. Single bar skills

(1) mill circle
(2) jump to straddle sole circle, under swing and shoot off to stand (low bar)
(3) from stride support cut rear leg
(4) squat stand on low

c. Moves from one bar to the other

(1) mill circle, catch high bar
(2) front stand on low, hands on high, jump back to stomach whip, and squat on low
(3) double leg shoot through to stand on low

d. Releases

(1) from sit on low, swing one half turn to wrap low
(2) under swing with one half turn from support high facing outward to wrap low
(3) cast from high and wrap low

e. Dismounts

(1) underswing from high bar over low
(2) underswing from high bar over low with one half turn
(3) sole circle outward with full twist

6. Parallel bars

a. Fundamental movements

(1) upper arm swing
(2) straight arm swing
(3) swing dip forward
(4) cross outer seat

b. Rolls

(1) forward
(2) backward
(3) shoulder

c. Balances

(1) shoulder stand (H)
(2) handstand (L) wall
(3) press shoulder stand (L)

d. Swings (upper arm and straight arm)

e. Mounts

(1) under pivot mount
(2) monkey kip

f. Dismounts

(1) front with half turn away from bars
(2) front with half turn toward bars

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Station teaching
4. Audiovisual materials

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises

C. Practice procedures

1. Single steps to multiple steps
2. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skill test - refer to C.O.P.E., Cluster V

C. Teacher observation

f. Dismounts

(1) front with half turn away from bars
(2) front with half turn toward bars

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Station teaching
4. Audiovisual materials

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises

C. Practice procedures

1. Single steps to multiple steps
2. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skill test - refer to C.O.P.E., Cluster V

C. Teacher observation

INTERMEDIATE SOCCER LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and scoring: (Note: In accordance with Title IX, official soccer rules govern play for both sexes.)
3. Terminology
4. Specific responsibility of each position
5. Game strategy

B. Skills and strategies

1. Review

a. Ball juggling

(1) foot
(2) thigh
(3) head

b. Dribbling
c. Goalkeeping
d. Heading
e. Kicking

(1) instep kick
(2) outside of foot
(3) inside of foot
(4) heel
(5) volley kick

f. Shooting
g. Tackling
h. Trapping

2. Additional skills

a. Goalkeeping

(1) basic stance
(2) positioning
(3) catching balls
(4) punching
(5) punting

Intermediate Soccer - Level II (cont.)

b. Passing

(1) inside of foot
(2) outside of foot
(3) instep pass
(4) chip pass
(5) volley pass

c. Shooting

(1) instep
(2) volley
(3) side volley

d. Heading

(1) stationary
(2) jump

e. Situation kicking

(1) corner
(2) penalty
(3) free

f. Tackling

(1) poke
(2) slide
(3) block
(4) shoulder charge

g. Throw-in
h. Techniques of player positions
i. Systems of play

(1) 4-2-4
(2) 4-3-3
(3) 4-4-2

j. Techniques of officiating

(1) duties
(2) signals

Intermediate Soccer - Level II (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Audiovisual aids
4. Station teaching
5. Self-testing activities
6. Teacher observation

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Interval training
3. Sprinting exercise

C. Practice procedures

1. Skill drills - refer to C.O.P.E., Cluster IVA

a. Dribble, pass, shoot (50 yards)
b. Chip at target
c. Pass and turn
d. Circle drill for heading
e. Circle drill for trapping
f. Strategy drills

(1) kick-off
(2) free-kick
(3) throw-in
(4) corner-kick
(5) penalty-kick

2. Game play (should be highly organized and well-officiated, with playing time being divided into one game or two halves)

III. Evaluation

A. Written tests (more situational, subjective questions at intermediate level)

1. Refer to C.O.P.E., Cluster IVA, pp 4-7
2. Refer to C.O.P.E., Cluster IVA, pp 37-39

B. Skill test - refer to C.O.P.E., Cluster IVA, pp 40-43

Intermediate Soccer - Level II (cont.)

C. Self-evaluation

D. Teacher observation

INTERMEDIATE SOFTBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Equipment care and selection
4. Safety
5. Officiating

a. Duties of plate umpire
b. Duties of base umpire

B. Skills and strategies

1. Throwing

a. Underhand
b. Overhand

2. Catching

a. Flies (thrown and batted)
b. Grounders (thrown and batted)

3. Batting

a. Grip
b. Stance
c. Swing
d. Follow-through

4. Fielding
5. Pitching
6. Baserunning
7. Player responsibilities
8. Sliding

a. Straight
b. Hook

9. Place hitting
10. Developing the pitching arch and throw

Intermediate Softball (cont.)

11. Side arm throw
12. Team strategy (offensive)

    a. Batting order
    b. Hitting
    c. Baserunning
    d. Sacrifice fly

13. Team strategy (defensive)

    a. Position play
    b. Player placement on field
    c. Double plays
    d. Coordination of infield and outfield on fly balls, overthrows, etc.

14. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussions
2. Demonstrations
3. Skill drills
4. Audiovisual aids
5. Station teaching

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching and flexibility exercises
3. Running

C. Practice procedures

1. Skill drills and strategies

    a. Review skills through learning stations
    b. Practice overhand, underhand, and side arm throws in groups, with a partner, or against wall
    c. Use targets for practice of throws
    d. Practice batting with a tee or pitcher
    e. Practice batting stressing placement of hits using specific targets on field

f. Practice batting by hitting ball against a fence or backstop
g. Practice sliding skills in group or game situations
h. Practice development of pitching arch by pitching across rope 12 feet high extended across plate
i. Pitch to specific targets behind plate (cans, gloves lying on ground, etc.)

2. Game play

a. Coed
b. Regulation
c. Beat ball
d. Pepper
e. One pitch - two pitch

3. Game situations explained by teacher and enacted by players
4. Class Round Robin tournament using students as officials

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

INTERMEDIATE TENNIS LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Equipment use and care
6. Duties of officials
7. Etiquette

B. Skills

1. Review

a. Grips
b. Footwork
c. Forehand stroke
d. Backhand stroke
e. Serve

2. Additional skills

a. Forehand ground stroke

(1) top spin
(2) back spin

b. Backhand ground stroke

(1) top spin
(2) back spin

c. Serve

(1) slice
(2) flat

d. Strategy

(1) singles
(2) doubles

Intermediate Tennis-Level II

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audiovisual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching and flexibility exercise
3. Running

C. Practice procedures

1. Skill drills

a. Hit against the wall
b. Partner practice

2. Game situation
3. Class tournament play

a. Singles
b. Doubles
c. Mixed doubles

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIG, pp 20-22

B. Skill test - refer to C.O.P.E., Cluster IIIG, pp 8-19, 22

C. Teacher observation

INTERMEDIATE WEIGHT TRAINING-LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Safety
3. Equipment maintenance

B. Skills

1. Chest exercise

a. Bench press
b. Incline bench press

2. Biceps (Front arm)

a. Curls
b. Pull-ups

3. Triceps (Back of arm)

a. Tri-extensions
b. Dips
c. Press downs

4. Shoulders

a. Military press
b. Dumbbell press

5. Legs

a. Squats
b. Leg press
c. Toe press

6. Back

a. Dead lift
b. Lateral pull down

7. Breathing
8. Mental psychology
9. Pre-test on strength

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Repetition, light weight

C. Practice procedures

1. In groups, movement from exercise to exercise
2. Observation by instructor during repetitions
3. Learn how to do correctly in groups first with light weight through repetition
4. Class is given a particular exercise program
5. Other special activities

a. Weight machine
b. Free weight

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIB, pp 10-11

B. Skill test - refer to C.O.P.E., Cluster IIB, p 11

C. Teacher observation

Course Title: Elective Physical Education I

State Course Code #: 5571

Grade Level: 11, 12

Duval County Course Code #: 4136

Teacher Certification: Physical Education

Evaluation: Teacher-made

Prerequisite: Successful completion of Physical Education 5570/4120

Length of Course: Year
1 Phy Ed Elective Credit

Textbook(s): Sports and Recreational Activities For Men and Women
(The C. V. Mosby Company)

Instructional Level: Standard

Course Description: Students whose interest and motor performance profiles indicate a readiness will pursue the elective program as provided by the school. It is recommended that each school structure the activities to be offered in advance so students can identify with the offerings and elect not just physical education, but specific activities, when the scheduling process begins.

Emphasis will be placed on the accruement of appreciations, values, and the understanding of the inherent needs of exercise. Skills in sports with lifetime implications will be stressed. Physical fitness development will continue to be emphasized.

Concepts/Skills: Refer to Senior High Physical Education Curriculum Guidelines and C.O.P.E. (Curriculum Objectives for Physical Education). Note the specific skills under each activity.

ACTIVITIES

Aerobic Dance, Advanced Level I
Apparatus, Intermediate (gymnastics)
Archery, Advanced Level I
Badminton, Advanced Level I
Basketball, Advanced Level I
Bowling, Advanced Level I
Flag Football, Advanced Level I
Gatorball, Intermediate
Golf, Advanced Level I
Recreational Games (boundball, croquet, deck tennis, horseshoes, jokari, table tennis, shuffleboard)
Rhythms, Advanced Level I
Self-Defense, Intermediate
Soccer, Advanced Level I
Softball, Advanced Level I
Speedball, Intermediate
Street Hockey, Intermediate Level I
Swimming, Advanced (if facilities permit)
Team Handball, Intermediate
Tennis, Advanced Level I
Track and Field, Advanced Level I
Volleyball, Advanced Level I
Weight Training, Advanced Level I
Wrestling, Intermediate

It is recommended that schools provide the opportunity for students to elect two activities from those listed, each nine week period. Following this procedure, students would be engaged in eight activities during the year.

In some instances, where interest in specific activities is strong or where the administration of the activity may be more effective, it may be necessary and appropriate to allow students to elect activities for a nine week period of time. It should be understood that students cannot repeat the same activity and a minimim of four activities for the year (2 per semester) is required in the course.

ADVANCED AEROBIC DANCE LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Benefits
3. Terminology

B. Skills

1. Flexibility routine

a. Body twists
b. Foot circles
c. Knee and lower leg circles
d. Flamingo flings
e. Calf stretches
f. Sidebends
g. Hamstring stretch
h. Sporty stretch

2. Warm-up routine: "How Deep is Your Love"

a. Kneebend sweep fast
b. Kneelfits
c. Walk 'N' Clap
d. Four-step
e. Lunge forward

3. Aerobic Dance - Charleston: "Sweet, Sweet Smile"

a. Charleston walk
b. Step-out, cross-over
c. Kneelfits hopping
d. Jog backward
e. The Charleston
f. Hit heel hopping

4. Aerobic Dance - Hustle: "Y.M.C.A."

a. Lunge side
b. Hustle jog
c. Four-step "clap"
d. Two-step "clap"
e. Scissor doubles
f. Jumping Jack
g. Kneelifts hopping

5. Aerobic Dance - Boogie: "Johnny B. Goode"

   a. Touch-side, cross-over
   b. Boogie jog
   c. Seven-up
   d. Rock three, hop
   e. Break combo

6. Aerobic Dance - Rock: "Don't Stop"

   a. Thigh rocks double
   b. Cross, rock, step-together-step
   c. Kneelifts hopping
   d. Tom Jones step
   e. Two-step "shoot-up"
   f. High walk

7. Aerobic Dance - Stretch: "Beautiful Music"

   a. Stretch-around sways
   b. Rocking fountain
   c. Lunge forward "present"
   d. Jog "stretch"

8. Aerobic Dance - Disco: "Le Freak"

   a. Disco lunge side
   b. Hustle jog
   c. Disco jog three, kick
   d. Wind-up bounce
   e. Swing 'N' Snap

9. Aerobic Dance - country: "Let Me Be There"

   a. Country hop
   b. Country jog
   c. Guitar thigh rocks
   d. Low walk
   e. Jump-forward, jump-back

10. Aerobic Dance - Broadway: "One"

    a. Jog
    b. Walk 'n' clap
    c. Two-step "shoot-out"
    d. One-step
    e. Jog "wipers"
    f. Kneelifts hopping
    g. Kicks low hopping

11. Cool-down dance: "Looks Like We Made It"

a. Walk
b. Lunge-side
c. Step-out, cross-over
d. Lunge-side "present"
e. Two-step "circle-up"

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Audiovisual aids
3. Learn new steps and dances
4. Take heart rate

a. Resting heart rate
b. Working heart rate
c. Recovery heart rate

5. Frequency and duration

a. Minimum of three weekly aerobic dancing sessions of 15-30 minutes (Monday, Wednesday, Friday)
b. Jump rope for a specified time (Tuesday, Thursday)

B. Practice procedures

1. Work on dance one part at a time, first without music, then with music.
2. Add new part to previous part and continue in this manner until all parts have been taught.
3. Walk through entire dance without music, then with music.
4. Jump rope two times a week, working up to 5-10 minute sessions.

III. Evaluation

A. Written test - refer to Aerobic Dance Manual

B. Skill test

1. In small groups of 4-6, students will perform one of the dances learned in class. Dance execution by students will be assessed by the instructor.
2. Jump rope for a specified time.

C. Teacher observation

D. Self-evaluation

1. Individual weight and measurement charts
2. Heart rate reduction
3. Individually adaptable levels

a. Walk through dances
b. Jog through dances
c. Run through dances

The following resource will be very helpful in the implementation of this unit:

Sorenson, Jacki, Have Fun! Keep Fit! Aerobic Dancing: Secondary/College (K.B.H. Production, Inc., Freeport, New York: Educational Activities, Inc., 1973).

Address:
Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Price:
Book and record; $15.95

INTERMEDIATE APPARATUS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Method of exercising
3. Safety
4. Terminology
5. Use and care of equipment

B. Skills

1. Balance Beam

a. Mounts

(1) single-leg shoot through (1 leg)
(2) step-on, no hands (end)
(3) step-on, no hands (side)
(4) forward roll (end)
(5) head stand

b. Turns

(1) seat spin, one half tucked
(2) fan turn
(3) fan turn to scale
(4) knee scale spin
(5) straddle seat (crossed hands)

c. Balances

(1) straddle support
(2) free sit
(3) one leg hold
(4) Swedish fall
(5) hand stand

d. Dismounts

(1) lunge with one half turn
(2) front vault, from hand stand
(3) neck spring, from end
(4) round-off

e. Rolls

(1) backward to straddle
(2) forward no hands
(3) dive roll

Intermediate Apparatus (cont.)

f. Flexibilities

(1) standing split
(2) needle scale
(3) diving walkover, front
(4) arabina

g. Inverted movements

(1) prone head stand
(2) prone head stand, with stag
(3) English hand stand
(4) cartwheel, leg switch
(5) hand stand to forward roll

2. Vaulting

a. Bent hip ascent

(1) straddle
(2) straddle one fourth turn
(3) front
(4) front one fourth turn

b. Horizontal ascent

(1) squat vault
(2) straddle vault
(3) stoop vault

3. Uneven bars

a. Mounts

(1) squat through on low
(2) front hip circle
(3) squat over low, grasp high

b. Single bar skills

(1) mill circle
(2) from stride support cut rear leg
(3) squat stand on low
(4) double leg shoot through
(5) free front hip circle

Intermediate Apparatus (cont.)

c. Move from one bar to another

(1) mill circle with tuck over low bar
(2) double leg shoot through to stand on low bar
(3) sole circle on low bar, catch high bar
(4) front support high bar (back to low) cast to stomach whip, tuck over low bar

d. Releases

(1) under swing with one half turn to wrap low
(2) cast from high and wrap low
(3) back straddle catch to stomach whip
(4) back straddle catch to wrap on low

e. Dismounts

(1) hand stand one quarter turn from support high
(2) sole circle outward with full twist
(3) sole circle over low
(4) sole circle over low, one half turn

4. Parallel bars

a. Fundamental movements

(1) straight arm swing
(2) swing dip forward
(3) cross outer seat
(4) glide

b. Balances

(1) press shoulder stand (L)
(2) hand stand (H) kick
(3) swing hand stand
(4) press hand stand (squat)

c. Rolls

(1) forward shoulder roll
(2) backward shoulder roll

d. Swings

(1) upper arm and straight arm
(2) swing to reverse straddle and swing

Intermediate Apparatus (cont.)

e. Dismounts

(1) front with one half turn toward bars
(2) shoulder stand peel-off
(3) straddle cut off (end)

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Station teaching
4. Audiovisual materials

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises

C. Practice procedures

1. Single steps to multiple steps
2. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skill test - refer to C.O.P.E., Cluster V

C. Teacher observation

ADVANCED ARCHERY LEVEL I

1. Specific Knowledge and Skills

A. Knowledge

1. History
2. Equipment care and selection
3. Rules
4. Terminology
5. Safety

B. Skills

1. Review the following skills
   a. Bracing
   b. Stance
   c. Nocking the arrow
   d. Draw
   e. Release and follow through
   f. Aim
   g. Retrieving

2. Additional Skills
   a. Accuracy in shooting (40 yards)
   b. Accuracy in shooting (50 yards)
   c. Accuracy in shooting (60 yards)

II. Methods of Achievement

A. Teaching procedures

1. Demonstration and explanation
2. Audiovisual aids
   a. 16 mm film(s)
   b. Film loop(s)

B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Arm and shoulder exercises
3. Finger-tip push-ups
4. Running

C. Practice procedures

1. Skill drill and strategies
   a. Review skills learned in intermediate archery
   b. Practice with partner, one as participant, other as observer

      1. Standing
      2. Nocking
      3. Drawing
      4. Aiming
      5. Releasing

2. Game play
   Use novelty factors during practice sessions such as: balloons, student pictures, cartoon characters, or pictures of animals attached to target

3. Class tournaments using students as officials and scorers.

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIB, pp 21-27
B. Skill test - refer to C.O.P.E., Cluster IIIB, pp 18-19
C. Teacher observation

ADVANCED BADMINTON LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Equipment use and care
5. Etiquette
6. Safety

B. Skills

1. Review

a. Forehand stroke
b. Backhand stroke
c. Serve
d. Underhand clear
e. Overhand clear
f. Smash
g. Drive
h. Overhead drop shot

C. Additional skills

1. Net shots

a. Hairpin
b. Cross court

2. Doubles play

a. Serving and receiving positions
b. Net play

3. Underhand drop shot

4. Strategies

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Use of visual aids
4. Practice games
5. Teaching/learning stations

Advanced Badminton Level I (cont.)

B. Conditioning and warm-up procedures

1. Stretching exercises
2. Wrist and flexibility exercises
3. Running

C. Practice procedures

1. Skill drills and strategies

a. Review serves, forehand and backhand strokes, clear, smash, and drive in teaching stations

b. Practice the drive serve with a rubber shuttlecock against a wall on which a net high line is drawn

c. Practice the underhand drop shot by having a partner toss the bird to mid-court near the service line, and returning it softly over the net so that it drops as close as possible to the net on the other side

d. Practice doubles play in a game situation

e. Officiate practice games and tournament play

2. Game play

a. Regulation
b. Mixed doubles
c. Around the court badminton
d. Call shot badminton

3. Class tournament using student officials

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIC, pp 11-12

B. Skill test - refer to C.O.P.E., Cluster IIIC, pp 12-13

C. Teacher observation of skill improvement and application

ADVANCED BASKETBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Rules and scoring
4. Duties of officials
5. Safety and sportsmanship

B. Skills

1. Review the following skills

a. Passing

(1) chest
(2) bounce
(3) overhead
(4) baseball
(5) underhand

b. Dribbling
c. Shooting

(1) lay-up
(2) jump
(3) push
(4) free throw

2. Additional skills

a. Passing

(1) split vision
(2) hook

b. Shooting: Hook shot

3. Team strategy

a. Offensive

(1) position play and movement
(2) slow break (set play)

(3) fast break
(4) double post
(5) fake, drive, or shoot
(6) offensive rebounding
(7) tip-in

b. Defensive

(1) position play and movement
(2) defensive stance and body control
(3) defensive rebounding
(4) defensive press

c. Team drills

(1) screen/roll
(2) dribble - pivot - pass
(3) dribble - pivot - shoot

C. Practice procedures

1. Skill drills and strategies

a. Practice the hook shot in groups of six
b. Practice free throws stressing concentration and keeping eyes on the front rim
c. Practice dribbling with right and left hand keeping head up, using finger-tip control
d. Practice fast break emphasizing at all times filling the running lanes
e. Play three minute quarters stressing rules and game strategy, use students as officials

2. Half court game play

a. One on one
b. Two on two
c. Three on three
d. Full court five on five (game situation) using students as officials, also use score clock

3. Class Round Robin tournament using student officials

Advanced Basketball Level I (cont.)

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

ADVANCED BOWLING LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Care of equipment
6. Safety
7. Values as a lifetime sport
8. Etiquette

B. Skills

1. Review

a. Selection of equipment
b. Grips
c. Stance
d. Approach
e. Delivery-straight
f. Aiming

(1) pin method
(2) spot method

2. Additional skills

a. Approach

(1) four step method
(2) five step method

b. Delivery

(1) hook
(2) curve

c. Aiming - line method
d. Common faults

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion and demonstration of skills
2. Audiovisual aids
3. Resource speaker
4. Visits to a bowling alley

Advanced Bowling Level I (cont.)

B. Conditioning and warm-up procedures

1. Shadow bowling
2. Stretching and flexibility exercises

C. Practice procedures

1. Skill drills

a. Footwork drawn on floor
b. Practice stance and approach
c. Gym-bowl kits
d. Shadow bowling

2. Tournaments

a. Team
b. Co-ed

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIID, pp 15-17

B. Skill test - refer to C.O.P.E., Cluster IIID, pp 6-14

C. Progress and improvement chart - refer to C.O.P.E., Cluster IIID, pp 21-22

D. Teacher observation

ADVANCED FLAG FOOTBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Safety
4. Duties of officials

B. Skills

1. Review

a. Pulling flags
b. Kicking games

(1) punting
(2) kick-off
(3) extra point
(4) field goal
(5) quick kick

c. Receiving punts and kick-off
d. Covering punts and kick-off
e. Covering pass receivers
f. Running and footwork
g. Passing and receiving
h. Blocking
i. Defensive and offensive stance

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Audiovisual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Flexibility
2. Running
3. Weight lifting program

C. Practice procedures

1. Skill drill and strategies

a. Review skills learned in beginning and intermediate flag football units
b. Practice individual skills; passing, receiving, running, pulling flags, kicking, blocking, and stance by working in pairs or through drill situations in small groups
c. Practice offensive and defensive plays
d. Partners practice centering to each other at various distances necessary for passing, punting, and place kicking

2. Game Play

a. Bull in the ring
b. Execute patterns (offense versus defense)
c. Game situations explained by teacher and enacted by players

3. Class tournament using student officials

4. Other special activities

a. Develop officiating skills
b. Perfect scoring techniques
c. Team management

III. Evaluation

A. Written test

B. Officiating test

C. Skill test: passing, punting, kicking, and catching

D. Teacher observation

INTERMEDIATE GATORBALL

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Safety

B. Skills

1. Review

a. Dribbling
b. Trapping
c. Passing
d. Heading
e. Tackling
f. Passing and catching (aerial balls)
g. Kicking-up
h. Place kick
i. Positions

(1) forwards
(2) halfbacks
(3) fullbacks
(4) goalies

j. Team strategy

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audiovisual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Arm and shoulder exercises

C. Practice procedures

1. Skill drill and strategies

a. Review the basic skills learned in beginning gatorball
b. Practice passing (ground balls) by placing students in a double line formation. Give each twosome a ball and instruct them to dribble to a line 20-30 yards away, passing the ball back and forth, five times down, three back
c. Practice dribbling from a line with 5 markers in front of students; let them dribble down and back going in and out of the markers
d. Practice heading in a circle formation with one student in the middle

2. Game play

a. Game situations explained by teacher and enacted by students
b. One on one
c. Keep away

3. Class round robin tournament
4. Other special activities

a. Develop officiating skills
b. Perfect scoring techniques
c. Team management

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVB, pp 36-39

B. Skill test - refer to C.O.P.E., Cluster IVB, pp 32-35

C. Affective - refer to C.O.P.E., Cluster IVB, p 31

ADVANCED GOLF LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and scoring
3. Terminology
4. Etiquette
5. Equipment care and use
6. Safety
7. Value as a lifetime sport
8. Amateur and professional levels

B. Skills

1. Review the following

a. Grips
b. Address
c. Full and half swing
d. Basic irons (3-5-7-9)
e. Basic woods (1-3-4)
f. Putting

2. Additional skills

a. Irons (3-5-7-9)

(1) sandtrap shot
(2) uphill and downhill lie
(3) rough play
(4) targetry
(5) distance

b. Woods

(1) distance
(2) targetry

c. Putting

d. Game strategy

II. Method of Achievement

A. Teaching procedures

1. Lecture/Discussion and demonstration of skills
2. Use of audiovisual aids
3. Guest pro from local golf course
4. Visit a golf course

B. Conditioning and warm-up exercises

1. Stretching and bending
2. Warm-up swinging club in the air through arc
3. Practice swing without ball

C. Practice procedures

1. Skill drills

a. Practice address and swings of each club with and without balls

(1) plastic balls
(2) paper wads
(3) regular balls

b. Putting into cups from various distances

(1) set-up mini putt-putt course
(2) various lengths of carpet used for putting green

2. Game situation

a. Small course set-up on available field area
b. Use of community resources such as driving ranges, miniature golf, and golf courses

D. Class organization: formation

1. Practice in line groups (one club length between each student)
2. Mark ball for identification
3. Waiting groups shadow practice
4. Use of targets (marked area, cones, tires, etc.)

III. Evaluation

A. Cognitive Assessment Written Test - refer to C.O.P.E., Cluster IIIF, pp 25-31

B. Psychomotor Assessment Skill Test - refer to C.O.P.E., Cluster IIIF, p 25

C. Teacher observation

RECREATIONAL GAMES-BOUNDBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Etiquette

B. Skills

1. Underhand serve
2. Set

a. Ready position
b. Hand position

3. Bump or dig
4. Spike
5. Modified game situation

II. Methods of Achievement

A. Teaching procedures

1. Analysis
2. Demonstration
3. Audiovisual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Agility exercises

C. Practice procedures

1. Practice basic skills
2. Apply basic skills in simple sequence
3. Use simple sequence in modified games
4. Apply learned skills (game competition)

D. Class organization: formations

1. Line
2. Circle
3. Alone
4. With a partner
5. Teams

III. Evaluation

A. Written test - refer to C.O.P.E., p 24

B. Skill test - refer to C.O.P.E., pp 15-19

C. Teacher observation

RECREATIONAL GAMES-DECK TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Rules
4. Scoring
5. Equipment use and care
6. Safety

B. Skills

1. Throwing

a. Underhand
b. Underhand flip
c. Sidearm
d. Cross body

2. Catching

a. Ring parallel to ground
b. Ring perpendicular to ground
c. Flip throw

3. Serving

a. Fast low
b. High floating

4. Court play

a. Speed of returns changed
b. Short drop shots
c. Placement of ring

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audiovisual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drill and practice

a. Practice throwing skills with a partner or in a group
b. Practice catching skills with a partner or in a group
c. Practice serve without and with net

2. Game play (allow students to practice skills in game situation for reinforcement)
3. Class Round Robin Tournament

D. Class organization: formations

1. Arrange groups of six or eight
2. Divide class into teams for practice of skills and play
3. Arrange groups into lines, circles, or teams for drills

E. Variations to Deck Tennis

1. Quoitennis

a. Rules
b. Scoring
c. Equipment
d. Skills
e. Tournament play

2. Deck Tennis; singles, doubles

a. Rules
b. Scoring
c. Equipment
d. Skills
e. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IX A, p 22

B. Skills test - refer to C.O.P.E., Cluster IX A, pp 4-7

C. Teacher observation

RECREATIONAL GAMES-HORSESHOES

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care
7. Safety

B. Skills

1. Grips
2. Twist pitch

a. One turn to the right
b. One and three-quarters turn to the right

3. Flip pitch

II. Methods of Achievement

A. Teaching procedures

1. Explanation of skills
2. Demonstration of skills

B. Practice procedures

1. Skill drills and practices

a. Practice tossing horseshoes by exploring various grips to determine which grip is best for each student
b. Toss horseshoes as often as possible to improve grip/release

2. Game play
3. Tournaments

a. Singles
b. Doubles

Recreational Games-Horseshoes

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp.5-6

B. Skill test - refer to C.O.P.E., Cluster IXB, pp.4-8

C. Teacher observation

RECREATIONAL GAMES-JOKARI

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Terminology
4. Equipment use and care

B. Skills

1. Grip
2. Serves
3. Strokes

a. Forehand
b. Backhand

4. Strategies

II. Methods of Achievement

A. Teaching procedures

1. Basic skills
2. Analysis and demonstration
3. Audiovisual aids

B. Practice procedures

1. Practice basic skills
2. Use skills in sequence in a single game

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

RECREATIONAL GAMES-SHUFFLEBOARD

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care
7. Safey

B. Skills

1. Light grip
2. Push
3. Lunge
4. Strategies
5. Indoor-outdoor playing
6. Singles
7. Doubles

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Audiovisual aids

B. Practice procedures

1. Skill drills and practices through lead-up games

a. Propelling games
b. Table shuffleboard
c. Kick shuffle
d. Shuffleboard bowling
e. Disco
f. Line disco

2. Game play

a. Singles
b. Doubles

3. Tournaments

a. Round Robin
b. Single and double elimination

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 8-9

B. Skill test - refer to C.O.P.E., Cluster IXB, pp 8-11

C. Teacher observation

RECREATIONAL GAMES-TABLE TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care

B. Skills

1. Grip and stance
2. Serve
3. Strokes (with and without spin)

a. Forehand
b. Backhand

4. Variations of strokes

a. Push
b. Block
c. Drop
d. Chop
e. Lob

5. Singles and doubles strategies

II. Methods of Achievement

A. Teaching procedures

1. Stress basic skills
2. Analysis and demonstration

B. Practice procedures

1. Basic skill drills
2. Use skills in sequence in a singles game

Recreational Games-Table Tennis (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXA, pp 23, 24

B. Skill test

C. Teacher observation

RECREATIONAL GAMES-CROQUET

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Course
6. Equipment use and care
7. Safety

B. Skills

1. Striking the ball
2. Stroke variations

a. Roquet
b. Croquet
c. Roquet Croquet

3. Peeling
4. Strategy
5. Set up course

II. Methods of Achievement

A. Teaching procedures

1. Explanation of skills
2. Demonstration of skills
3. Audiovisual aids

B. Practice procedures

1. Skill drills and practice

a. Practice stroke variations with a partner or individually
b. Practice striking ball with mallet

(1) individually
(2) partners

2. Game play

C. Variation to Croquet (around-the-clock croquet)

1. Rules
2. Scoring
3. Equipment
4. Skills
5. Game play

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, p 11

B. Skill test - refer to C.O.P.E., Cluster IXB, pp 12, 13

C. Teacher observation

ADVANCED RHYTHMS LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Etiquette
2. Terminology

a. Folk dance terms
b. Social dance terms
c. Disco dance terms

3. History

B. Skills

1. Review

a. Basic locomotor steps
b. Basic square dance movements
c. Basic folk dance positions

C. Folk dances

1. Waltz

a. Mexican Waltz
b. Blue Pacific
c. Oslo Waltz
d. Black Hawk Waltz
e. d'Hammerschmidsq' selln

2. Polka step

a. Shaw Polka
b. Kalvelies
c. Scandinavian Polka
d. To Tur
e. Norwegian Polka

D. Social Dances

1. Fox Trot
2. Jitterbug
3. Waltz
4. Tango
5. Cha Cha
6. Rumba

Advanced Rhythms Level I (cont.)

E. Disco Dances

1. 3 count Hustle
2. Rope Hustle
3. Line Hustle
4. New York Hustle
5. Maranga Hustle
6. Street Hustle
7. Cha Cha Hustle
8. Hot Dog Hustle

II. Methods of Achievement

A. Teaching procedures

1. Review folk dances
2. Learn new steps and dances

B. Practice procedures

1. Students first work on steps individually and then with a partner
2. Work on dance one part at at time, first without music, then with music
3. Add new part to previous part and continue in this manner until all parts have been taught
4. Walk through entire dance without music, then with music

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIIC, pp 34-39

B. Skill test - refer to C.O.P.E., Cluster VIIC, pp 42-43

C. Teacher observation

INTERMEDIATE SELF-DEFENSE

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Needs
3. Advantages
4. Prevention of jeopardizing situations
5. Reporting rape
6. Safety

B. Skills

1. Exercises for agility (refer to C.O.P.E.)
2. Exercises for flexibility (refer to C.O.P.E.)
3. Kicks (frontal attacks)

a. Targets

(1) knee
(2) groin
(3) shin
(4) instep

b. Method

(1) edge of shoe to scrape shin
(2) heel of foot
(3) snapping motion
(4) both feet (continuously)

4. Kicks (rear attacks)

a. Targets

(1) knee
(2) shin
(3) instep

b. Method

(1) heel of foot
(2) edge of shoe to scrape shin
(3) continuous kicks

Intermediate Self-Defense (cont.)

5. Releases

   a. Wrists

      (1) one hand holding one hand
      (2) two hands holding one hand
      (3) two hands holding two hands

   b. Chokes

      (1) front choke
      (2) rear choke

   c. Arm holds

      (1) arm around neck from rear
      (2) both arms around upper arms
      (3) arms around waist from behind
      (4) arms around waist from front

6. Blows

   a. Knife hand

      (1) to forearm
      (2) crook of elbow
      (3) to nose
      (4) to side of neck
      (5) to front of throat

   b. Elbow

      (1) to face
      (2) to solar plexis
      (3) to throat

   c. Fist

      (1) full fist to nose
      (2) side of fist to nose

   d. Double clasped hand blow on nose

   e. Heel of palm

      (1) under nose
      (2) under chin

7. Finger stabs and knuckle jab

   a. Hollow of throat
   b. Hollow underside of the chin
   c. Hollow of eyes

8. Use of purse and household items as weapons
9. Forced entry

II. Methods of Achievement

A. Conditioning and warm-up procedures

1. Daily exercises for flexibility
2. Daily exercises for agility

B. Teaching procedures

1. Lecture/discussion
2. Sequence of instruction

   a. Demonstration of techniques, emphasizing essential points and safety factors
   b. Allowing time for student questions
   c. Repeat complete demonstration
   d. Have students practice with instructor checking technique
   e. Give demonstration and summarize
   f. Check for final questions from students

3. Frequent testing of students to find weaknesses
4. Display progress records or charts
5. Use advanced students as aides
6. Observation of students
7. Use related film and film loops, and video tape recorder
8. Newspaper and related magazine articles
9. Providing guest speakers from local police department or from local karate or judo clubs
10. Technique charts
11. Contacting local rape/crises center for information
12. Handouts for use in class as study guides

C. Practice procedures

1. Increase repetitions for exercises daily
2. Have students practice with partners or individually
3. Use a tackling dummy for practice of blows, etc.
4. Allow no contact when practicing with a partner

5. Rotating through stations for practice of skills
6. Use of mirror for individual practice

D. Class organization: formation

1. Lines
2. Circles
3. Organize the class on a station teaching basis, allowing students to rotate through a variety of hypothesized situations

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster XA, p 16

B. Skill test - refer to C.O.P.E., Cluster XA, p 15

C. Teacher observation

ADVANCED SOCCER LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and scoring
3. Terminology
4. Equipment care and use
5. Safety
6. Specific duties of each position
7. Officiating techniques

B. Skills

1. Review

a. Dribbling
b. Kicking

(1) instep kick
(2) pivot instep
(3) outside of foot
(4) inside of foot
(5) heel
(6) volley kick
(7) corner kick
(8) goal kick

c. Trapping

(1) foot (inside, outside)
(2) chest
(3) head
(4) hip
(5) thigh
(6) shin

d. Passing

(1) inside of foot
(2) outside of foot
(3) head

e. Tackling

(1) bent leg slide
(2) head-on
(3) side
(4) charging

Advanced Soccer Level I (cont.)

f. Volleys

(1) head
(2) foot

g. Feinting
h. Shooting
i. Punting

2. Additional skills

a. Passing

(1) sole of foot
(2) heel pass

b. Tackling: Hook slide
c. Volleying

(1) knee
(2) hip
(3) shoulder

d. Feinting

(1) body swerve
(2) double body swerve
(3) change of pace

e. Shooting

(1) accuracy
(2) power

f. Throw-in
g. Goal keeping

(1) lateral movement
(2) fielding the ground ball
(3) catching mid-air balls
(4) punting
(5) baseball throw
(6) rolling ball

h. Techniques of player positions

i. Systems of play

(1) 2-3-5 (worm formation)
(2) 3-3-4

j. Offensive play: short passing game

k. Defensive play

(1) zone
(2) man to man

l. Techniques of officiating

(1) uniforms
(2) signals
(3) duties

m. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Skill drills
4. Audiovisual aids
5. Teaching/learning stations
6. Self-testing activities
7. Teacher observations

B. Conditioning and warm-up procedures

1. Stretching exercises
2. Wind sprints
3. Laps around field

C. Practice procedures

1. Skill drills

a. Dribble around objects 5 yards apart and return. The distance and number of objects may vary.

b. Two man pass-dribble drill (50 yards)

c. Circle drill

(1) pass
(2) trap

d. Trapping drill - players trap ball passed to them by leader

e. Three man pass-dribble drill (50 yards)
f. Trap, kick, go-to-end-of-line (2 lines facing)
g. Circle drill

(1) chest trapping
(2) thigh trapping

h. Heading - circle formation with one player in center
i. Tackling drill (2 lines facing)
j. Practice game
k. Class tournaments with student officials

2. Game play

a. One on one
b. Line soccer
c. Soccer keep-away
d. Soccer relay
e. Regulation games

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IV-A, pp 4-7, 37-39

B. Skill test - refer to C.O.P.E., Cluster IV-A, pp 40-43

C. Self evaluation

D. Teacher observation

ADVANCED SOFTBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and scoring
3. Terminology
4. Equipment use and care
5. Duties of officials

B. Skills

1. Review the following skills

a. Throwing
b. Catching
c. Fielding
d. Batting
e. Pitching
f. Baserunning
g. Sliding

2. Additional skills

a. Catching

(1) balls caught above the waist
(2) balls caught below the waist

b. Batting

(1) learning about the batter's box
(2) learning about the strike zone

c. Baserunning

(1) running to first base
(2) circular base pattern for extra base hit
(3) advancing bases

d. Introduction to coaching fundamentals
e. Outfield defense

(1) catching fly balls
(2) backing up plays in the outfield and infield
(3) catching practice with a glove and with a partner
(4) batting practice in groups of five (pitcher, catcher, batter, and fielders)

(5) fungo hit to players on infield - each player throws to first base and home - rotate players to each position
(6) hit ground balls and fly balls to outfielders
(7) practice throwing to all bases
(8) game situations explained by instructor and enacted by players
(9) practice games with students acting as coaches, team managers, and officials
(10) play a three inning game stressing infield and outfield defense

g. Game play

(1) pepper
(2) fungo
(3) three inning games
(4) regulation games
(5) game situations explained by teacher and enacted by players

h. Tournament using student officials, coaches, and managers

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussions
2. Demonstrations
3. Audiovisual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching and flexibility exercises
3. Running

C. Practice procedures

1. Skill drills

a. Review skills through teaching stations
b. Practice catching balls thrown above and below the waist with a partner
c. Practice batting with a tee
d. Practice batting by hitting the ball against a fence or backstop
e. Timed baserunning

Advanced Softball Level I (cont.)

2. Game play

   a. Regulation
   b. Beat ball
   c. One pitch

3. Game situations explained by teacher and enacted by players
4. Class round robin tournament using student officials

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

INTERMEDIATE SPEEDBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Safety
4. Duties of officials

B. Skills

1. Review the following skills:

a. Dribbling
b. Passing
c. Conversions (foot or feet must leave ground)

(1) two-leg lift
(2) one-leg lift to self
(3) lift to another player
(4) roll up on foot leg

d. Tackling
e. Trapping
f. Kicking
g. Blocking
h. Catching
i. Punting
j. Drop kick
k. Place kick
l. Player kick
m. Team play (offense/defense)

II. Methods of Achievement

A. Teaching procedures

1. Demonstration of skills
2. Lecture/discussion
3. Audiovisual aids
4. Study sheets
5. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Arm and shoulder exercises

Intermediate Speedball (cont.)

C. Practice procedures

1. Skill drill and strategies

a. Passing
b. Dribbling
c. Heading

2. Game play

a. Game situations
b. Line play (responsibilities)
c. One on one
d. Keep away

3. Class Round Robin tournament

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVB, pp 36-38

B. Skill test - refer to C.O.P.E., Cluster IVB, pp 28-35

C. Teacher observation

INTERMEDIATE STREET HOCKEY LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Brief history
2. Rules and scoring
3. Terminology
4. Equipment care and selection
5. Safety
6. Specific responsibility of each position
7. Officiating

    a. Duties of the referee
    b. Duties of the linesman

B. Skills

1. Grip
2. Dribble
3. Fielding
4. Checking

    a. Poke
    b. Sweep

5. Passes

    a. Flat
    b. Flip
    c. Drop
    d. Square

6. Shooting

    a. Forehand
    b. Slap
    c. Backhand

7. Goaltending

    a. Stance
    b. Positioning
    c. Lateral movement
    d. Catching the puck
    e. Stickhandling

8. Techniques of player positions
9. Strategy

a. Offensive
b. Defensive

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration of skills
3. Teaching stations
4. Teacher observation

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Agility drills

C. Practice procedures

1. Skill drills

a. Dribble, pass, shoot
b. Dribble with left and right hands
c. Dribble - weave
d. "Keep-away"

(1) 2 on 1
(2) circle drill

e. Goal shooting

2. Game play

a. 3 on 3, plus goalie
b. 5 on 5, plus goalie

III. Evaluation

A. Written test

Intermediate Street Hockey Level I (cont.)

B. Skill test

1. Obstacle dribble for time
2. Passing puck or ball to designated area for accuracy
3. Shooting
4. Dribble with partner (subjective evaluation of offensive skills)
5. 1-on-1 play (subjective evaluation of defensive skills)

C. Teacher observation

ADVANCED SWIMMING

I. Specific Knowledge and Skills

A. Knowledge

1. History

a. Recreational activity
b. Survival technique

2. Safety

a. Personal rules (buddy system)
b. Pool regulations

B. Skills

1. Throwing life-saving assist
2. Disrobe and float
3. Approaching, executing a 180^{0} turn
4. Breast stroke

a. Review basic stroke
b. Whip kick
c. Inverted breast stroke
d. Endurance - 100 yards

5. Side stroke

a. Review basic stroke
b. Inverted scissor kick
c. Coordinated stroke with inverted kick
d. Side stroke, opposite side
e. Overarm side stroke
f. Endurance - 100 yards

6. Back crawl

a. Review basic stroke
b. Back crawl starts
c. Bent arm back crawl
d. Controlled breathing
e. Endurance - 100 yards

7. Front crawl

a. Review of basic stroke
b. Breathing

(1) doubles-one every four single arm strokes
(2) alternate-one every three single arm strokes
(3) explosive breathing

Advanced Swimming (cont.)

c. Racing start
d. Approach stroking (lifesaving)
e. Relay starts
f. Endurance - 100 yards

8. Butterfly

a. Dolphin kick
b. Arms
c. Coordinated stroke
d. Breathing
e. Turn

9. Treading water
10. Surface dive
11. Underwater swimming
12. Floating and survival skills
13. Sculling
14. Diving from springboard

II. Methods of Achievement

A. Teaching procedures

1. Review of basic skills and safety precautions
2. Demonstrations

a. Dry formations

(1) lines
(2) parallel to walls
(3) on deck
(4) stagger formation

b. Wet

(1) semicircle
(2) circle
(3) v formation

3. Visual aids
4. Resource speakers

Advanced Swimming (cont.)

B. Conditioning and warm-up exercises

1. Stretching and flexibility
2. Running in place
3. Kicking exercise
4. Rhythmic bobs (in pool)

C. Practice procedures

1. Drills
2. Games

a. Horse and rider
b. Deep water newcomb
c. Over and under
d. Relays

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VII, pp 28-29

B. Skill test - refer to C.O.P.E., Cluster VII, p 27

C. Teacher observation

INTERMEDIATE TEAM HANDBALL

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology

B. Skills

1. Review

a. Dribbling
b. Passing
c. Shooting

2. Additional skills

a. Penalty shooting
b. Free throw
c. Goalkeeping
d. Offensive strategy
e. Defensive strategy
f. Individual defense

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Station teaching
4. Study sheets

B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Weight lifting program

C. Practice procedures

1. Skill drill and strategies

a. Practice individual skills; passing, catching, dribbling and shooting, work in pairs or through drill situations in small groups
b. Offensive and defensive plays

Intermediate Team Handball (cont.)

2. Game play

   a. Execute patterns (offense versus defense)
   b. Game situations explained by teacher and enacted by players

3. Class tournament using student officials
4. Other special activities

   a. Develop officiating skills
   b. Perfect scoring techniques

III. Evaluation

A. Written test

B. Skill test: passing, catching, dribbling, and shooting

C. Officiating test

D. Teacher observation

ADVANCED TENNIS LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Review

a. Forehand
b. Backhand
c. Serve
d. Strategy

(1) singles
(2) doubles

2. Additional skills

a. Volley

(1) forehand
(2) backhand

b. Lob
c. Serve
d. Two-handed backhand
e. Drop shot
f. Strategy - singles

(1) baseline game
(2) serve and volley game

g. Strategy - doubles

(1) serving
(2) net play
(3) positioning

Advanced Tennis Level I (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Explanation (simple to complex)
2. Demonstration
3. Films

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Flexibility exercises
3. Running

C. Practice procedures

1. Skill drills and strategies

a. Ground strokes

(1) wall or back board-practice individually
(2) cross court and down the line practice in pairs
(3) ground stroke game "21"

b. Serve and return practice
c. Game play involving rules and strategy

2. Class tournament play

a. Round Robin
b. Pro set play

(1) singles
(2) doubles
(3) mix doubles

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIG, pp 20-22

B. Skill test - refer to C.O.P.E., Cluster IIIG, pp 8-19, 22

C. Teacher observation

ADVANCED TRACK AND FIELD LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Terminology
4. Safety
5. Equipment use and care

B. Skills

1. Warm up
2. Sprinting

a. Position in blocks
b. Starting

(1) types
(2) commands

c. Strides
d. Coast
e. Finish

3. Hurdles

a. Approach
b. Flight over hurdles
c. Landing
d. Drills

(1) lead leg drill
(2) trail leg drill

e. Starting and sprinting
f. Steps between hurdles

4. Distance Events

a. Start
b. Pace
c. Finish

5. Relays

a. Upward blind pass
b. Downward blind pass
c. Visual pass

6. Jumping

   a. Long jump

      (1) run
      (2) approach
      (3) take off
      (4) flight
      (5) landing

   b. High jump

      (1) style

         (a) roll
         (b) straddle
         (c) flop

      (2) approach
      (3) take off
      (4) landing

7. Throwing

   a. Shot put

      (1) grip
      (2) stance
      (3) glide
      (4) release

   b. Discuss

      (1) grip
      (2) stance
      (3) turn
      (4) release

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstration of skills
2. Audiovisual materials

B. Conditioning and warm-up procedures

1. Stretching and flexibility
2. Interval training
3. Sprinting

Advanced Track & Field Level I (cont.)

C. Practice procedures

D. Class track meet

III. Evaluation - refer to C.O.P.E., Cluster VI

A. Written test

B. Skill test

C. Teacher observation

ADVANCED VOLLEYBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and etiquette
3. Terminology
4. Scoring
5. Care of equipment
6. Safety

B. Skills

1. Review

a. Forearm bump
b. Volley (overhead pass, etc.)
c. Set
d. Service

(1) underhand
(2) sidearm
(3) overhead

e. Spike
f. Block
g. Dink

2. Review the following strategies

a. 3 - 3 offense
b. 4 - 2 offense
c. 2 - man defensive block

3. Additional skills

a. Recovery from the net
b. 3 - man defensive block
c. Pick-up techniques on defense

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audiovisual materials
4. Station teaching
5. Study sheets

B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Shoulder and upper arm exercises
3. Running as applied to game situations
4. Vertical jumps

C. Practice procedures

1. Skill drills

a. Bump and set to self (control)
b. Partner passing

(1) bump
(2) set

c. "Man in the Circle" drill
d. Standing in free throw circle, bump the height of the goal 20 times
e. Repeat d, using set

2. Bump volleyball
3. Regulation game play
4. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVD, p 24

B. Skill test - refer to C.O.P.E., Cluster IVD, p 22

C. Individual performance and improvement charts - refer to C.O.P.E., Cluster IVD, p 23

D. Teacher observations

ADVANCED WEIGHT TRAINING LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Safety
3. Equipment use and care

B. Skills

1. Review

a. Chest
b. Biceps
c. Triceps
d. Shoulders
e. Legs
f. Back
g. Breathing
h. Mental preparation

2. Additional skills

a. Dumbbell (develop chest)

(1) incline press
(2) decline press

b. Dumbbell (develop biceps)

(1) super sets
(2) incline alternating curls

c. Dumbbell (develop triceps)

(1) over head extension
(2) bent over extension

d. Dumbbell (develop shoulders)

(1) flys
(2) posterior raises
(3) anterior raises

e. Work outs

(1) bulk (strength)
(2) shape (definition)

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Observation

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Light weight repetition warm-up

C. Practice procedures

1. Station to station in groups
2. Observation by instructor
3. Individual workouts set up by instructor

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIB, pp 10-11

B. Strength test - refer to C.O.P.E., Cluster IIB, p 11

C. Teacher observation

INTERMEDIATE WRESTLING

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Stance
2. Referee's position
3. Take downs

a. Double leg
b. Single leg
c. Fireman's carry
d. Duck under
e. Arm drag
f. Syracuse

4. Breakdowns

a. 2 on 1, far-arm
b. Far-arm, far-ankle
c. Near-arm, tight waist
d. 2 on 1, far-leg
e. Navy
f. Head-lever, tight waist

5. Pinning combinations

a. Half nelson
b. Michigan
c. Cradle
d. Farmer
e. Grapevine

6. Reversals

a. Sit out
b. Power switch
c. Gramby roll
d. Clamp
e. Gazonie

7. Counters
8. Class tournament, by weight class

Intermediate Wrestling (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audiovisual materials

B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Running
3. Meat grinder drill

C. Practice procedures

1. Skill drills and strategies

a. In groups, practice stance and referee's position with partners
b. In groups, practice take downs with partner
c. In groups, practice breakdowns with partner
d. In groups, practice pinning combinations with partner
e. In groups, practice reversals with partner
f. In groups, practice counters with partner
g. Mini matches stressing rules and strategies

2. Class tournament by weight class, using students as officials

3. Other special activities

a. Develop officiating skills
b. Develop scoring skills

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster XB, pp 32-36

B. Skill test - refer to C.O.P.E., Cluster XB, pp 36-37

C. Teacher observation

Course Title: Elective Physical Education II

State Course Code #: 5572

Grade Level: 11, 12

Duval County Course Code #: 4146

Teacher Certification: Physical Education

Evaluation: Teacher-made

Prerequisite: Successful completion of Elective Physical Education I

Length of Course: Year
1 Phy Ed Elective Credit

Textbook(s): Sports and Recreational Activities for Men and Women (The C.V. Mosby Company)

Instructional Level: Standard

Course Description: In-depth participation in units of instruction in which some expertise is already evident will be provided for the students enrolled. Satisfactory demonstration of performance levels in activities suitable for lifetime pursuit will be required for evaluation purposes. Independent study programs will be a distinct feature of this course when the student and teacher can formulate an acceptable program. It is recommended that prior to the school's scheduling dates for the next school year, each school identify which activities or instructional units will be taught in this course. This information should be available to students so they will understand the nature of the program and thereby be assisted in making intelligent decisions about their curriculum.

Concepts/Skills: Refer to Senior High Physical Education Curriculum Guidelines and C.O.P.E. (Curriculum Objectives for Physical Education). Note the specific skills under each activity.

Activities

Aerobic Dance, Advanced Level II
Apparatus, Advanced Level I (gymnastics)
Archery, Advanced Level II
Badminton, Advanced Level II
Basketball, Advanced Level II
Bowling, Advanced Level II
Flag Football, Advanced Level II
Gatorball, Advanced Level I
Golf, Advanced Level II
Recreational Games (boundball, croquet, deck tennis, horseshoes, jokari, table tennis, shuffleboard)
Rhythms, Advanced Level II
Self-Defense, Advanced Level I
Soccer, Advanced Level II
Softball, Advanced Level II
Speedball, Advanced Level I
Street Hockey, Advanced Level I
Swimming, Advanced Level II (if facilities permit)
Team Handball, Advanced Level I
Tennis, Advanced Level II
Track and Field, Advanced Level II
Volleyball, Advanced Level II
Weight Traning, Advanced Level II
Wrestling, Advanced Level I

It is recommended that schools provide the opportunity for students to elect two activities from those listed each nine week period. Following this procedure, students would be engaged in eight activities during the year.

In some instances, where interest in specific activities is strong or where the administration of the activity may be more effective, it may be necessary and appropriate to allow students to elect activities for a nine week period of time. It should be understood that students cannot repeat the same activity, and a minimum of four activities for the year (2 per semester) is required in the course.

ADVANCED AEROBIC DANCE LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Benefits
3. Terminology

B. Skills (movements) - running level

1. Warm-up routine: "Before the Parade Passes By"

a. Lunges
b. Shoulder rolls
c. Arm swings
d. Half knee bends
e. Touch floor bounce
f. Rocks side to side
g. Reaches side to side

2. Aerobic dance #1: "Nightly News"

a. Cha-cha basic
b. Step-together-step
c. Hoop skirt bounce with clap

3. Aerobic dance #2: "To Life"

a. Forward hop, backward hop
b. Crossing side runs
c. Jump forward-bounce
d. Kick jumps

4. Aerobic dance #3: "Sing"

a. Half breast stroke
b. Rocking horse
c. Sidekick combination

5. Aerobic dance #4: "Joy"

a. Polka step
b. Floor sweep
c. J.J. combo

6. Aerobic dance #5: "What's New"

a. Charleston basic
b. Charleston walk
c. Flapper lunges
d. Apart-bounce-bounce

7. Aerobic dance #6: "Sweet Caroline"

   a. Water pulls
   b. Train step
   c. Can-can runs
   d. Circle-arms and swing

8. Cool down routine: "Brian's Song"

   a. Rhythmic situps
   b. Side leg raises
   c. Floorsweep singles
   d. Step-out and cross

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Audiovisual aids
3. Learning new steps and dances
4. Taking heart rate

   a. Resting heart rate
   b. Working heart rate
   c. Recovery heart rate

5. Frequency and duration

   a. Minimum of three weekly aerobic dancing sessions of 15-30 minutes (Monday, Wednesday, Friday)
   b. Jump rope for a specific time (Tuesday, Thursday)

B. Practice procedures

1. Working on dance one part at a time, first without music, then with music
2. Adding new part to previous part and continuing in this manner until all parts have been taught
3. Walking through entire dance without music, then with music
4. Jumping rope two times a week, working up to 5-10 minutes

III. Evaluation

A. Written test - refer to Aerobic Dance Manual

B. Skill test

1. In small groups of 4-6, students will perform one of the dances learned in class. Dance execution by students will be assessed
2. Jump rope for a specific time

C. Teacher observation

D. Self-evaluation

1. Individual weight and measurement charts
2. Heart rate reduction
3. Individually adaptable levels

   a. Jog through dances
   b. Run through dances

The following resource will be very helpful in the implementation of this unit:

Sorenson, Jacki, Have Fun! Keep Fit! Aerobic Dancing: Secondary/College (K.B.H. Production, Inc., Freeport, New York: Educational Activities, Inc., 1973).

Address:
Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Price:
Book and record; $15.95

ADVANCED APPARATUS LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Method of exercising
3. Safety
4. Terminology
5. Use and care of equipment

B. Skills

1. Balance Beam

a. Mounts

(1) headstand
(2) squat through (both legs)
(3) scissors or hitch kick (switch kick)
(4) undercut
(5) shoulder stand

b. Turns

(1) seat spin, one half tucked
(2) seat spin, one half straight legs
(3) seat spin, three quarter tucked
(4) seat spin, full tucked

c. Balances

(1) handstand, split
(2) handstand, switch legs
(3) handstand, stag
(4) handstand, English

d. Dismounts

(1) round-off
(2) cartwheel
(3) cartwheel, with one fourth turn
(4) head spring

e. Rolls

(1) dive
(2) back extension
(3) handstand to forward

f. Flexibilities

(1) Arabian
(2) Tinsica, front
(3) Tinsica, back
(4) Valdez

g. Inverted movements

(1) handstand to forward roll
(2) handstand with leg changes
(3) English handstand to straddle down or swing down

2. Vaults

a. Bent hip ascent

(1) front, one fourth turn
(2) front, one half turn
(3) rear

b. Horizontal ascent

(1) stoop vault
(2) handstand, one fourth turn vault

3. Uneven bars

a. Mounts

(1) squat over low, grasp high
(2) same as #1 (with straddle over)
(3) glide kip, single leg shoot through

b. Single bar skills

(1) mill circle
(2) jump to straddle sole circle, under-swing and shoot off to stand (low bar)
(3) from stride support cut, rear leg
(4) squat stand on low

c. Movements from bar to bar

(1) from front support high bar (back to low) cast to stomach whip, tuck over low
(2) same as above with straddle over
(3) same as (#2), catch with mixed grip and turn

d. Releases

(1) back straddle catch to wrap on low
(2) sole circle facing outward, one half turn to wrap low
(3) same as (#2) facing inward, one half turn to stomach whip

e. Dismounts

(1) sole circle over low, one half turn
(2) cartwheel
(3) drop back flank cut from high

4. Parallel bars

a. Fundamental movements (review)

(1) straight arm swing
(2) swing dip forward
(3) cross outer seat
(4) glide

b. Fundamental movements

(1) support pirouette
(2) single leg cut
(3) cast

c. Balances

(1) press handstand (squat)
(2) handstand pirouette off
(3) handstand to shoulder stand

d. Rolls

(1) forward shoulder roll
(2) backward shoulder roll

e. Swings

(1) upper arm and straight arm
(2) swing to reverse straddle and swing half turn

f. Dismounts

(1) front with half turn toward bars
(2) shoulder stand peel-off
(3) straddle cut off (end)

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Station teaching
4. Audiovisual materials

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises

C. Practice procedures

1. Single steps to multiple steps
2. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skill test - refer to C.O.P.E., Cluster V

C. Teacher observation

ADVANCED ARCHERY LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules
3. Safety

B. Skills

1. Review the following skills from Level I

a. Shooting procedures
b. Accuracy in shooting

(1) 20 yards
(2) 30 yards
(3) 40 yards

2. Additional skills

a. Shooting for accuracy (50 yards)
b. Shooting for accuracy (60 yards)
c. Shooting for accuracy (70 yards)

II. Methods of Achievement

A. Teaching procedures

1. Demonstration and explanation
2. Audiovisual aids

a. 16 mm film(s)
b. Film loop(s)

B. Conditioning and warm-up procedures

1. Fingertip push-ups
2. Arm and shoulder exercises
3. Running (2 laps around track)

C. Practice procedures

1. Skill drill and strategies

a. Reviewing skills learned in Advanced Archery I
b. Practicing in teams of three (3), one as the participant, one as the observer, and the other as the scorer

(1) standing
(2) nocking
(3) drawing
(4) aiming
(5) releasing

2. Game play - class tournaments using students as officials and scorers

3. Novelty events

a. Balloon shoot
b. Archery golf
c. Clout shooting

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIB, pp 21-27

B. Skill test - refer to C.O.P.E., Cluster IIIB, pp 18-19

C. Teacher observation

ADVANCED BADMINTON LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Terminology
3. Scoring
4. Officiating

B. Skills

1. Review of Level I skills
2. Perfect stroke production
3. Serve placement
4. Strategy

    a. Singles
    b. Doubles

5. Class tournament
6. Purposeful individual practice

II. Methods of Achevement

A. Teaching procedures

1. Demonstrations
2. Lecture/discussions
3. Use of student leaders
4. Visual aids
5. Practice games

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching, flexibility, and wrist exercises
3. Running

C. Practice procedures

1. Skill drills and strategies

    a. Complete review of serves, basic strokes, clear, drop shots, net shots, overhead shots
    b. Practice placement of various strokes in marked off areas of court

c. Practice of serve to designated areas of court
d. Practice of strokes individually, with a partner, across a rope, or against the wall
e. Practice of singles and doubles tactics in game situations

2. Game play

a. Singles
b. Doubles
c. Mixed doubles

3. Class tournament using student officials
4. All star tournaments

a. Single elimination
b. Double elimination

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIC, pp 11-12

B. Skill test - refer to C.O.P.E., Cluster IIIC, pp 12-13

C. Teacher observation of skill improvement and application

ADVANCED BASKETBALL LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Terminology
3. Scoring
4. Officiating

B. Skills

1. Review of the following Level I skills

a. Passes
b. Dribbling
c. Shooting
d. Team strategy

2. Additional skills

a. Passing

(1) look away pass
(2) shovel pass
(3) behind-the-back pass

b. Dribbling

(1) dribble and spin
(2) cross over dribble

c. Shooting

(1) underhanded lay-up
(2) spin and shoot
(3) outside reverse
(4) inside reverse

d. Team strategy (defense)

(1) press (man-on-man)
(2) block-out
(3) sagging man-to-man

e. Class tournaments

Advanced Basketball Level II (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Explanation/demonstration
2. Audiovisual aids

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching and flexibility exercises
3. Running

C. Practice procedures

1. Skill drills and strategies

a. Review of Level I skills
b. Practice of passes in groups of eight with a team leader in the middle (review of all passes)
c. Practice of shooting using two lines, one line shooting while the other rebounds
d. Practice of and review of dribbling going in and out of ten chairs, in a straight line, 6 feet apart
e. Play of a one-quarter game (running time) stressing rules and strategy

2. Game play

a. Twenty-one and out
b. Rise and shine
c. Horse
d. Game situations explained by teacher and enacted by students

3. Class Round Robin tournament using student officials

a. Develop officiating skills
b. Improve scoring techniques
c. Team management

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

ADVANCED BOWLING LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and etiquette
3. Scoring
4. Terminology
5. Care of equipment
6. Safety
7. Value as a lifetime sport

B. Skills

1. Review of the following skills

a. Equipment selection
b. Grips
c. Stances
d. Approaches
e. Delivery
f. Aiming
g. Common faults

2. Additional skills

a. Reverse hook ball delivery
b. Curve ball delivery
c. Spare conversions
d. Split conversions

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion and demonstration of skills
2. Use of audiovisual aids
3. Visiting a bowling alley

B. Practice procedures

1. Skill drills

a. Shadow bowling
b. Gym bowling

2. Tournaments

a. Team
b. Co-ed
c. Doubles
d. Singles

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIID, pp 15-17

B. Skill test - refer to C.O.P.E., Cluster IIID, pp 21-22

C. Teacher observation

ADVANCED FLAG FOOTBALL LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Complete review of skills previously taught in advanced flag football, Level I
2. Punt return
3. Kick-off return
4. Side line patterns
5. Ball carrying
6. Quarterback and halfback fakes
7. Team strategy

a. Offensive (line and backfield formations)

(1) pro right and left
(2) slot right and left
(3) double slot right and left
(4) "I" backfield
(5) split backfield

b. Defensive (line and backs formations)

(1) forty-four
(2) six-two, two-one
(3) five-four
(4) sixty-three
(5) stack

8. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Audiovisual aids

a. 16mm film(s)
b. Film loop(s)

4. Station teaching

B. Conditioning and warm-up procedures

1. Flexibility and stretching
2. Running
3. Weight lifting program

C. Practice procedures

1. Skill drills and strategies

a. Review of skills learned in advanced flag football, Level I
b. Practice of side-line patterns from regular positions on the field against defensive backs and line backers
c. Practice of line formations stressing quick movement off the snap of the ball
d. Practice of catching skills, stressing hand-eye coordination. "Looking the ball into your hands" should be emphasized
e. Practice of running plays from different formations

2. Game play

a. One on one
b. One on two
c. Game situations explained by teacher and enacted by players

3. Class tournament using student officials
4. Other special activities

a. Developing officiating skills
b. Perfect scoring techniques
c. Team management

III. Evaluation

A. Written test

B. Skill test: passing, punting, kicking, and catching

C. Officiating test

D. Teacher observation

ADVANCED GATORBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Complete review of intermediate skills
2. Lifting the ball into the air with the foot
3. Throwing and catching a fly ball with the hands
4. Side arm throw
5. Two-handed chest throw
6. Team strategy

a. Offensive

(1) penalty kick
(2) free kick
(3) out-of-bounds play
(4) position play

b. Defensive

(1) position play (four area coverage)
(2) zone
(3) penalty kick prevent
(4) tackling

7. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audiovisual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Arm and shoulder exercises

C. Practice procedures

1. Skill drill strategies

a. Review of skills learned at intermediate level
b. Practice of throwing and catching while running (Three players start on the same line; the middle player has the ball.)
c. Practice of lifting the ball into the air with the foot (Form two lines of not more than five players each, facing each other.)
d. Practice of advancing the ball on the ground by a series of short kicks
e. Division of players at each goal into two equal groups - defensive and offensive (Place one defending player in front of the goal as a goalkeeper. The offensive groups stands on the field with one player 10-15 yards from the goal and advances with ball in hand, trying to score.)

2. Game play

a. Three on two
b. Four on two
c. Game situation explained by teacher and enacted by students

3. Class tournament using student officials
4. Other special activities

a. Develop officiating skills
b. Perfect scoring techniques
c. Team management

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVB, pp 36-39

B. Skill test - refer to C.O.P.E., Cluster IVB, pp 32-35

C. Affective - refer to C.O.P.E., Cluster IVB, p 31

ADVANCED GOLF LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and scoring
3. Terminology
4. Etiquette
5. Equipment care and use
6. Safety
7. Value as a lifetime sport
8. Amateur and professional levels

B. Skills

1. Review the following skills

a. Grip
b. Address
c. Fundamentals of the full swing and half swing
d. Irons: 9, 7, 5, 3, sand wedge
e. Woods: driver, 3, 4
f. Putting

2. Additional skills

a. Irons

(1) pitch shot
(2) pitch and run
(3) chip shot
(4) explosion shot
(5) reading the greens

b. Strategy

(1) playing from the rough
(2) sidehill lie
(3) ball below the feet
(4) ball above the feet

c. Woods

(1) distance
(2) targetry

Advanced Golf Level II (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion and demonstration of skills
2. Audiovisual aids
3. Resource speakers

B. Conditioning and warm-up procedures

1. Stretching and bending
2. Hip and knee turns in address position
3. Practice swings without ball

C. Practice procedures

1. Skill drills

a. Practicing address and swings of each club using practice balls
b. Practicing approach shots
c. Practicing for distance with irons and woods
d. Practicing targetry with irons and woods
e. Practicing putting into cups

2. Tournament play

a. Medal
b. Match
c. Two ball

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIF, pp 25-31

B. Skill test - refer to C.O.P.E., Cluster IIIF, p 25

C. Teacher observation

RECREATIONAL GAMES-BOUNDBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Etiquette

B. Skills

1. Underhand serve
2. Set

a. Ready position
b. Hand position

3. Bump or dig
4. Spike
5. Modified game situation

II. Methods of Achievement

A. Teaching procedures

1. Analysis
2. Demonstration
3. Audiovisual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Agility exercises

C. Practice procedures

1. Practice basic skills
2. Apply basic skills in simple sequence
3. Use simple sequence in modified games
4. Apply learned skills (game competition)

D. Class organization: formations

1. Line
2. Circle
3. Alone
4. With a partner
5. Teams

III. Evaluation

A. Written test - refer to C.O.P.E., p 24

B. Skill test - refer to C.O.P.E., pp 15-19

C. Teacher observation

RECREATIONAL GAMES-DECK TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Rules
4. Scoring
5. Equipment use and care
6. Safety

B. Skills

1. Throwing

a. Underhand
b. Underhand flip
c. Sidearm
d. Cross body

2. Catching

a. Ring parallel to ground
b. Ring perpendicular to ground
c. Flip throw

3. Serving

a. Fast low
b. High floating

4. Court play

a. Speed of returns changed
b. Short drop shots
c. Placement of ring

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audiovisual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drill and practice

a. Practice throwing skills with a partner or in a group
b. Practice catching skills with a partner or in a group
c. Practice serve without and with net

2. Game play (allow students to practice skills in game situation for reinforcement)
3. Class Round Robin Tournament

D. Class organization: formations

1. Arrange groups of six or eight
2. Divide class into teams for practice of skills and play
3. Arrange groups into lines, circles, or teams for drills

E. Variations to Deck Tennis

1. Quoitennis

a. Rules
b. Scoring
c. Equipment
d. Skills
e. Tournament play

2. Deck Tennis; singles, doubles

a. Rules
b. Scoring
c. Equipment
d. Skills
e. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IX A, p 22

B. Skills test - refer to C.O.P.E., Cluster IX A, pp 4-7

C. Teacher observation

RECREATIONAL GAMES-HORSESHOES

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care
7. Safety

B. Skills

1. Grips
2. Twist pitch

a. One turn to the right
b. One and three-quarters turn to the right

3. Flip pitch

II. Methods of Achievement

A. Teaching procedures

1. Explanation of skills
2. Demonstration of skills

B. Practice procedures

1. Skill drills and practices

a. Practice tossing horseshoes by exploring various grips to determine which grip is best for each student
b. Toss horseshoes as often as possible to improve grip/release

2. Game play
3. Tournaments

a. Singles
b. Doubles

Recreational Games-Horseshoes

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp.5-6

B. Skill test - refer to C.O.P.E., Cluster IXB, pp.4-8

C. Teacher observation

RECREATIONAL GAMES-JOKARI

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Terminology
4. Equipment use and care

B. Skills

1. Grip
2. Serves
3. Strokes

a. Forehand
b. Backhand

4. Strategies

II. Methods of Achievement

A. Teaching procedures

1. Basic skills
2. Analysis and demonstration
3. Audiovisual aids

B. Practice procedures

1. Practice basic skills
2. Use skills in sequence in a single game

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

RECREATIONAL GAMES-SHUFFLEBOARD

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care
7. Safey

B. Skills

1. Light grip
2. Push
3. Lunge
4. Strategies
5. Indoor-outdoor playing
6. Singles
7. Doubles

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Audiovisual aids

B. Practice procedures

1. Skill drills and practices through lead-up games

a. Propelling games
b. Table shuffleboard
c. Kick shuffle
d. Shuffleboard bowling
e. Disco
f. Line disco

2. Game play

a. Singles
b. Doubles

3. Tournaments

a. Round Robin
b. Single and double elimination

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 8-9

B. Skill test - refer to C.O.P.E., Cluster IXB, pp 8-11

C. Teacher observation

RECREATIONAL GAMES-TABLE TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment use and care

B. Skills

1. Grip and stance
2. Serve
3. Strokes (with and without spin)

a. Forehand
b. Backhand

4. Variations of strokes

a. Push
b. Block
c. Drop
d. Chop
e. Lob

5. Singles and doubles strategies

II. Methods of Achievement

A. Teaching procedures

1. Stress basic skills
2. Analysis and demonstration

B. Practice procedures

1. Basic skill drills
2. Use skills in sequence in a singles game

Recreational Games-Table Tennis (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXA, pp 23, 24

B. Skill test

C. Teacher observation

RECREATIONAL GAMES-CROQUET

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Course
6. Equipment use and care
7. Safety

B. Skills

1. Striking the ball
2. Stroke variations

a. Roquet
b. Croquet
c. Roquet Croquet

3. Peeling
4. Strategy
5. Set up course

II. Methods of Achievement

A. Teaching procedures

1. Explanation of skills
2. Demonstration of skills
3. Audiovisual aids

B. Practice procedures

1. Skill drills and practice

a. Practice stroke variations with a partner or individually
b. Practice striking ball with mallet

(1) individually
(2) partners

2. Game play

C. Variation to Croquet (around-the-clock croquet)

1. Rules
2. Scoring
3. Equipment
4. Skills
5. Game play

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, p 11

B. Skill test - refer to C.O.P.E., Cluster IXB, pp 12, 13

C. Teacher observation

ADVANCED RHYTHMS LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Etiquette
2. Terminology

a. Folk dance terms
b. Social dance terms
c. Disco dance terms

3. History

B. Skills

1. Review skills from Level I
2. Steps
3. Formations
4. Fundamentals

a. Posture
b. Walking
c. Rhythm
d. Position
e. Leading
f. Following

C. Folk Dances

1. Waltz step

a. Masquerade
b. At the Inn
c. Sudalinas

2. Polka step

a. Shaw Polka
b. Kalvelies
c. Scandinavian Polka
d. To Tur
e. Norwegian Polka

D. Social Dances

1. Fox Trot
2. Jitterbug
3. Waltz
4. Tango
5. Cha Cha
6. Rumba

E. Disco Dances

1. Three Count Hustle
2. Rope Hustle
3. Line Hustle
4. New York Hustle
5. Maranga Hustle
6. Street Hustle
7. Cha Cha Hustle
8. Hot Dog Hustle
9. Free Style

II. Methods of Achievement

A. Teaching procedures

1. Review dances of Advance Level I
2. Learn new steps and dances
3. Students first individually and then with a partner

B. Practice procedures

1. Working on dance one part at a time, first without music, then with music
2. Adding new part to previous part and continuing in this manner until all parts have been taught
3. Walking through entire dance without music, then with music

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIIC, pp 34-39

B. Skill test - refer to C.O.P.E., Cluster VIIC, pp 42-43

1. Execution of step
2. Execution of step within dance
3. Execution of total dance

C. Teacher observation

ADVANCED SELF DEFENSE LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Need
3. Advantages
4. Prevention of jeopardizing situations
5. Reporting rape
6. Safety

B. Skills

1. Review the following intermediate level skills

a. Kicks (frontal attacks)
b. Kicks (rear attacks)
c. Releases

(1) wrists
(2) chokes
(3) arm holds

d. Blows

(1) knife hand
(2) elbow
(3) fist
(4) double clasped hand blow on nose
(5) heel of palm
(6) finger stabs and knuckle jabs
(7) use of purse and household items
(8) forced entry

2. Additional skills

a. Break falling
b. Kicking techniques

(1) front snap kick
(2) side snap kick
(3) roundhouse or spin kick

c. Blocking techniques

(1) rising
(2) downward
(3) inside
(4) outside

d. Hair releases

(1) rear
(2) front
(3) end of hair

II. Methods of Achievement

A. Conditioning and warm-up exercises

1. Kicking exercises daily
2. Exercises for flexibility and agility (refer to C.O.P.E.)

B. Teaching procedures

1. Referring to procedures listed in intermediate level of self defense
2. Obtaining and showing the following films from School Board Media Center:

a. Common Sense, Self Defense
b. Nobody's Victim

3. Enlisting aid of local karate instructors for teaching advanced classes
4. Referring to the Physical Education Handbook by Seaton, et al, pp 236-37 for a basic description of the types of kicks and blocks
5. Contacting the local Naval Base for karate or judo demonstrations
6. Reviewing thoroughly all intermediate level skills

C. Practice procedures

1. Allowing no contact when practicing kicks or blocks with a partner
2. Use of a tackling dummy, cardboard material, etc. for practicing kicks
3. Students practicing in groups of three - two as partners, with one advanced student correcting faults
4. Practicing exercises daily
5. Referring to intermediate level self defense for other procedures

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster XA, p 16

B. Skill test - refer to C.O.P.E., Cluster XA, p 15

C. Teacher observation

ADVANCED SOCCER LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Terminology
3. Game strategy
4. Specific duties of each position

B. Skills

1. Review of Level I skills
2. Passing

a. Centering
b. Heading

(1) forward
(2) sideward
(3) backward

3. Blocking

a. Chest
b. Thigh
c. Head

4. Volleying

a. Knee
b. Hip
c. Shoulder

5. Shooting
6. Goalkeeping

a. Deflecting high and midair balls
b. Diving and catching air and ground balls
c. Sliding block

7. Position playing

a. Of halfback
b. Of fullback
c. Of forward line
d. Of goalkeeper

8. Systems of playing

   a. 4-2-4
   b. 1-4-2-4
   c. 1-3-3-4

9. Offensive play emphasizing controlled and accurate long passing game

10. Defensive playing

    a. Man-to-man
    b. Combination - zone and man-to-man

11. Situational playing
12. Officiating techniques

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Pre-test, post-test, and self-testing activities
4. Visual aids
5. Teaching/learning stations
6. Peer teaching/student leaders

B. Conditioning and warm-up procedures

1. Stretching exercises
2. Wind sprints
3. Laps around soccer field

C. Practice procedures

1. Circle drill for blocking (Player in center tosses the ball to players in a circle who stop the ball with an appropriate block.)
2. Dribble-pass-shoot (50 yards)
3. Throw-in-lines 20 yards apart (Each player executes a throw-in to partner, who executes a leg trap.)
4. Heading (Practice with partner.)
5. Keep away (Three players stay in a 30 yard square; 2 players try to keep the ball away from the third.)

6. Dribble - pass - trap drill
7. Shooting (Kick the ball toward a target marked on a wall.)
8. Dribble and shoot
9. Penalty kick drill (Each player is given five kicks from the penalty kick mark.)
10. Pass and kick drill (Player passes to partner who attempts to kick ball into goal.)
11. Strategy drills

    a. Kick off
    b. Free kick
    c. Throw-in
    d. Corner kick

12. Game play - regulation game

    a. Highly organized
    b. Well officiated

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVA, pp 4-7, 37-39

B. Skill test - refer to C.O.P.E., Cluster IVA, pp 40-43

C. Self-evaluation

D. Teacher observation

ADVANCED SOFTBALL LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Rules interpretation for officiating
4. Scorekeeping

B. Skills

1. Review of Level I skills
2. Base play

a. Taking a throw at first base
b. Taking a throw at second or third base

(1) from left field
(2) from center field
(3) from the infield or right field

c. Beginning the double play

(1) second baseman
(2) shortstop

3. Defensive team positioning

a. Alignment for a straight away hitter
b. Alignment for batter hitting to left field
c. Alignment for batter hitting to right field

4. Advanced coaching skills
5. Advanced officiating skills
6. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Specific films on position play and player responsibilities
4. Practice game
5. Skill drills

6. Intraclass tournament
7. Interclass tournament
8. Visual aids
9. Teacher observation of skills and knowledge
10. Student appraisal of skills and knowledge

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching and flexibility exercises
3. Running

C. Practice procedures

1. Skill drills

a. Batting practice in groups of five (catcher, batter, pitcher, and two fielders to rotate positions)
b. Infield and outfield practice in groups of ten or selected teams (Take each group or team through a complete infield and outfield drill, stressing position play and good throwing form.)
c. Practicing actual game situations with one team in the field (Have a second team line up at home or at various bases to run when the instructor hits the ball. Stress all play situations.)
d. Practice of scorekeeping during a game situation
e. Class tournament utilizing students as:

(1) officials
(2) scorekeepers
(3) coaches
(4) team managers

2. Game play

a. Regulation games
b. Fungo
c. Scrimmage of actual situations

3. Class tournament

Advanced Softball Level II (cont.)

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

ADVANCED SPEEDBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Complete review of intermediate skills
2. Lifting the ball into the air with the foot
3. Throwing and catching a fly ball with the hands
4. Side arm throw
5. Two-handed chest throw
6. Team strategy

a. Offensive

(1) penalty kick
(2) free kick
(3) out-of-bounds play
(4) position play

b. Defensive

(1) position play (four area coverage)
(2) zone
(3) penalty kick prevention
(4) tackling

7. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Explanations
2. Demonstrations
3. Audiovisual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Arm and shoulder exercises

C. Practice procedures

1. Skill drill strategies

a. Review of skills learned at intermediate level
b. Practice of throwing and catching while running (Three players start on the same line; the middle player has the ball.)
c. Practice of lifting the ball into the air with the foot (Form two lines of not more than five players each, facing each other.)
d. Practice of advancing the ball on the ground by a series of short kicks
e. Division of players at each goal into two equal groups - defensive and offensive (Place one defending player in front of the goal as a goalkeeper. The offensive group stands on the field with one player 10-15 yards from the goal and advances with the ball in hand, trying to score.)

2. Game play

a. Three on two
b. Four on two
c. Game situations explained by teacher and enacted by students

3. Class tournament using student officials
4. Other special activities

a. Develop officiating skills
b. Perfect scoring techniques
c. Team management

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVB, pp 36-38

B. Skill test - refer to C.O.P.E., Cluster IVB, pp 28-35

C. Teacher observation

ADVANCED STREET HOCKEY LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Brief history
2. Rules and scoring
3. Terminology
4. Equipment care and selection
5. Safety
6. Specific responsibility of each position
7. Officiating

a. Duties of the referee
b. Duties of the linesman

B. Skills

1. Review the following skills

a. Grip
b. Dribble
c. Fielding
d. Checking

(1) poke
(2) sweep

e. Passing

(1) flat
(2) flip
(3) drop
(4) square

f. Shooting

(1) forehand
(2) slap
(3) backhand

g. Goaltending

(1) stance
(2) positioning
(3) lateral movement
(4) catching the puck
(5) stickhandling

h. Techniques of player positions
i. Strategies

(1) offensive
(2) defensive

2. Additional skills

a. Dribbling

(1) right hand
(2) left hand

b. Team drills

(1) pass and cut
(2) figure 8 weave
(3) dribble - pass - cut
(4) dribble - shoot

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration of skills
3. Teaching stations
4. Teacher observation

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Agility drills

C. Practice procedures

1. Skill drills

a. Dribble - pass - shoot
b. Dribble with left and right hands
c. Dribble - weave
d. "Keep-away"

(1) 2 on 1
(2) circle drill

e. Goal shooting

2. Game play

   a. 3 on 3, plus goalie
   b. 5 on 5, plus goalie

III. Evaluation

A. Written test

B. Skill test

1. Obstacle dribble for time
2. Passing puck or ball to designated area for accuracy
3. Shooting
4. Dribble with partner (subjective evaluation of offensive skills)
5. 1-on-1 play (subjective evaluation of defensive skills)

C. Teacher observation

ADVANCED SWIMMING LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History

a. Recreational activity
b. Survival technique

2. Safety

a. Personal rules (buddy system)
b. Pool regulations

B. Skills

1. Review the following skills

a. Breast stroke
b. Side stroke
c. Back crawl
d. Front crawl
e. Butterfly
f. Underwater swimming
g. Diving

(1) surface
(2) springboard

2. Drownproofing

a. Water safety
b. Overcoming fear
c. Selection of method
d. Hour float
e. Mile swim
f. Clothed entry
g. Flotation devices
h. Lifesaving methods

3. Aquatic art

a. Continuous timed swim
b. Stroke variations

(1) over-arm crawl with straight arm recovery
(2) breast stroke with glide
(3) side stroke with glide

c. Sculling techniques

(1) flat
(2) standard
(3) reverse

d. Basic body positions

(1) back layout
(2) tub
(3) tuck (face in water)
(4) pike (face out of water)
(5) front layout

e. Floating patterns
f. Suspension work

(1) horizontal back layout
(2) horizontal front layout
(3) vertical (in layout position)

g. Eggbeater support kick
h. Propulsive underwater work
i. Entries
j. Beginning figure work
k. Exits

II. Methods of Achievement

A. Teaching procedures

1. Review of basic skills and safety precautions
2. Demonstrations

a. Dry formations

(1) lines

(a) parallel to walls
(b) on deck

(2) stagger formation

b. Wet formations

(1) semicircle
(2) circle
(3) V formation

3. Audiovisual aids
4. Visiting resource speakers

B. Conditioning and warm-up procedures

C. Practice procedures

1. Drills
2. Games

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIII

B. Skill test - refer to C.O.P.E., Cluster VIII

C. Teacher observation

ADVANCED TEAM HANDBALL LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Complete review of intermediate skills
2. Passing
3. Catching
4. Team strategy

a. Offensive

(1) set plays
(2) penalty shot
(3) jump shot
(4) position play

b. Defensive

(1) zone
(2) man-to-man
(3) player-in-zone
(4) position play

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Station teaching
4. Study sheets

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Weight lifting program

C. Practice procedures

1. Skill drill and strategies

a. Practice of individual skills (passing, catching, dribbling, and shooting by working in pairs or through drill situations in small groups)
b. Requiring entire team coordination in offensive and defensive plays

2. Game play

a. Execution of patterns (offense versus defense)
b. Game situations explained by teacher and enacted by players

3. Class tournament using student officials
4. Other special activities

a. Development of officiating skills
b. Perfection of scoring techniques

III. Evaluation

A. Written test

B. Skill test (passing, catching, dribbling, and shooting)

C. Officiating test

D. Teacher observation

ADVANCED TENNIS LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Ground strokes

a. Forehand

(1) top spin
(2) back spin
(3) drop shot
(4) approach shot

b. Backhand

(1) top spin
(2) back spin
(3) drop shot
(4) approach

c. Footwork

2. Volleys

a. Half volley
b. Drop volley
c. Stop volley

3. Serves

a. Flat
b. Slice
c. Twist
d. Top spin

4. Smashes
5. Lobs

a. High
b. Low

6. Strategies

a. Singles

(1) baseline game
(2) serve and volley game

b. Doubles

(1) serving
(2) net play
(3) positioning
(4) formations

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audiovisuals

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Flexibility exercises
3. Running

C. Practice procedures

1. Skill drills and strategies

a. Ground strokes

(1) wall or backboard practice
(2) cross court and down the line practice
(3) ground stroke game "21"

b. Serve and return
c. Game play

2. Class tournament play

a. Round Robin
b. Pro set play

1. Singles
2. Doubles
3. Mixed doubles

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIG, pp 20-22

B. Skill test - refer to C.O.P.E., Cluster IIIG, pp 8-19, 22

C. Teacher observation

ADVANCED TRACK AND FIELD LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Terminology
4. Safety
5. Equipment use and care

B. Skills

1. Warm ups
2. Sprints

a. Position in blocks
b. Starting

(1) types
(2) commands

c. Stride
d. Coast
e. Finish

3. Hurdles

a. Approach
b. Flight over hurdles
c. Landing
d. Drills

(1) high knee lift
(2) fanny kick
(3) lead leg
(4) trail leg

e. Starting and sprinting
f. Steps between hurdles

4. Middle distance events

a. Start
b. Pace
c. Finish

5. Distance events

a. Start
b. Pace
c. Finish

6. Relays

   a. 440 Relay - blind baton pass
   b. Mile medley

      (1) blind pass (baton)
      (2) visual pass (baton)

   c. Mile relay - visual

7. Jumps

   a. Long jump

      (1) steps
      (2) run
      (3) approach
      (4) take off
      (5) flight
      (6) landing

   b. High jump

      (1) styles

         (a) roll
         (b) straddle
         (c) flop

      (2) approach
      (3) take off
      (4) landing

8. Throws

   a. Shot put

      (1) grip
      (2) stance
      (3) glide
      (4) release

   b. Discus

      (1) grip
      (2) stance
      (3) turn
      (4) release

Advanced Track and Field Level II (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Audiovisual aids
2. Explanation and demonstration of skills

B. Conditioning and warm-up procedures

1. Flexibility exercises
2. Muscular strength activities
3. Endurance activities

C. Class activities

1. Specific event procedures
2. Intraclass track meet

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VI

B. Skill test - refer to C.O.P.E., Cluster VI

C. Teacher observation

ADVANCED VOLLEYBALL LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and etiquette
3. Terminology
4. Scoring
5. Care of equipment
6. Safety

B. Skills

1. Review of the following skills

a. Bump
b. Volley
c. Set
d. Overhead serve
e. Spike
f. Block
g. Dink

2. Review of the following strategies

a. 3 - 3 offense
b. 4 - 2 offense
c. 2 - man defensive block
d. Recovery from the net
e. Pick-up techniques on defense

3. Additional skills

a. 5 - 1 offense
b. 3 - man defensive block
c. Stuff block
d. Line block
e. Soft set
g. Quick set

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audiovisual materials
4. Station teaching
5. Study sheets

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Shoulder and upper arm exercises
3. Running as applied to game situations
4. Vertical jumps

C. Practice procedures

1. Skill drills

a. Bump and set to self (control)
b. Partner passing

(1) bump
(2) set

c. "Man in the circle" drill
d. Standing in free throw circle and bumping the height of the goal 20 times
e. Repeat "d," using set

2. Bump volleyball
3. Regulation game play
4. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVD, p 24

B. Skill test - refer to C.O.P.E., Cluster IVD, p 22

C. Individual performance and improvement charts - refer to C.O.P.E., Cluster IVD, p 23

D. Teacher observations

ADVANCED WEIGHT TRAINING LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Care of equipment
3. Safety

B. Skills

1. Review of Level I skills

a. Chest
b. Biceps
c. Triceps
d. Shoulders
e. Legs
f. Back
g. Breathing
h. Mental preparation

2. Specific emphasis on area of concentration

a. Strength
b. Definition

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Observation

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Strength exercises
3. Light weight repetition warm-up

C. Practice procedures

1. Station to station in groups
2. Individual workouts set up by instructor

Advanced Weight Training Level II (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIB, pp 10-11

B. Skill test - refer to C.O.P.E., Cluster IIB, p 11

C. Teacher Observation

ADVANCED WRESTLING LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. Terminology
2. Rules and scoring
3. Duties of officials

B. Skills

1. Review of intermediate wrestling skills

a. Stance
b. Referee's position
c. Take downs
d. Break downs
e. Pinning combinations
f. Reversals
g. Counters

2. New skills

a. Stance

(1) how to set up opponent
(2) how to move

b. Take downs

(1) wizard
(2) T-Bar

c. Breakdowns

(1) forearm, near ankle
(2) 2 on 1 tight wrist
(3) 1 on 1 tight wrist
(4) double leg (2 on 1 for leg)

d. Pinning combinations

(1) reverse cradle
(2) three quarter nelson
(3) stack
(4) corkscrew

e. Reversals
f. Counters
g. Escapes

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audiovisual materials
4. Study sheets

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running
3. Meat grinder drill

C. Practice procedures

1. Skill drills and strategies

a. Picking partners in own weight class and working all moves with each other
b. Everybody in each weight class coming together in groups for working conditioning drill (meat grinder)

2. Class tournament, by weight class

3. Other special activities

a. Each student will score
b. Each student will referee

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster XB, pp 32-36

B. Skill test - refer to C.O.P.E., Cluster XB, pp 36-37

C. Teacher observation

C.O.P.E.

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